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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Online Formative Assessment Technology and Reading Skills

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I, Dra. Wilma Elizabeth Suárez Mosquera, holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: "ONLINE FORMATIVE ASSESSMENT TECHNOLOGY AND READING SKILLS" investigated by Mr. Josué Vladimir Paredes Ponluisa with I.D No. 1803943776, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



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DEDICATION

"Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible." – St. Francis of Assisi

TO:

God, whose guidance and blessings have been my constant source of strength throughout this journey. To my parents, for their unconditional love, sacrifices, and unwavering belief in me, and to my brothers, for their endless support and encouragement. Finally, I dedicate this work to my friends, who have stood by me through challenges and celebrated my achievements with me.

Josué

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Theme: Online Formative Assessment Technology and Reading Skills

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ABSTRACT

Currently, the role that technological tools play in education has become more noticeable as education experienced a major change with the shift from traditional classrooms to digital settings, making professors rethink of the assessment process of students. In this sense, this research aimed to investigate the effectiveness of online formative assessment technology in the development of reading skills. In turn, this study applied a pre-experimental research design with one class group, which consisted of 21 seventh-semester students from Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato who underwent 11 sessions that encompassed the use of online formative assessment technology activities with tools such as Quizizz, Socrative, Google Forms, and Formative to develop reading skills. To achieve the set objectives and gather results, it was essential to employ three instruments. The researcher gave learners a Learning and Knowledge Technology (LKT) Survey to explore the use of technological tools in the learning process, a pre- and post-test to evaluate the reading proficiency level before and after the treatment, and a Technology Acceptance Model (TAM) Survey to find out their perception towards the technological tools used in the study. Thereafter, the data gathered was analyzed quantitatively using SPSS. The results showed that online formative assessment technology is effective in the development of reading skills and there is a high-acceptance level of these tools. For facts, online formative assessment technology can be regarded as innovative and significant assessment tools in the educational repertoire, making them worth applying by educators in the development of reading skills.

Keywords: *Online formative assessment technology, reading skills, assessment, development.*

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RESUMEN

Actualmente, el papel que juegan las herramientas tecnológicas en la educación ha adquirido mayor relevancia ya que la educación experimentó un gran cambio al ir de las aulas tradicionales a entornos digitales, lo que llevó a los maestros a replantearse el proceso de evaluación de los estudiantes. En este sentido, esta investigación tuvo como objetivo investigar la efectividad de la tecnología para la evaluación formativa en línea en el desarrollo de habilidades de lectura. Así, este estudio aplicó un diseño de investigación preexperimental con un grupo que consistió de 21 estudiantes de séptimo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, quienes participaron en 11 sesiones que incluyeron actividades para la evaluación formativa en línea con herramientas como Quizizz, Socrative, Google Forms y Formative para desarrollar habilidades de lectura. Para alcanzar los objetivos establecidos y recopilar resultados, fue esencial emplear tres instrumentos. El investigador administró una encuesta de Tecnologías de Aprendizaje y Conocimiento (TAC) para explorar el uso de herramientas tecnológicas en el proceso de aprendizaje, un pre y post test para evaluar el nivel de competencia lectora antes y después del tratamiento, y una Encuesta del Modelo de Aceptación Tecnológica (TAM) para conocer la percepción sobre las herramientas utilizadas. Posteriormente, los datos recolectados fueron analizados cuantitativamente mediante SPSS. Los resultados mostraron que la tecnología para la evaluación formativa en línea es efectiva en el desarrollo de habilidades de lectura y que existe un alto nivel de aceptación de las mismas. En este sentido, la tecnología para la evaluación formativa en línea puede considerarse como herramienta de evaluación innovadora y significativa en el repertorio educativo, lo que la convierte en una opción valiosa para su aplicación por parte de los educadores en el desarrollo de habilidades de lectura.

Palabras clave: *Tecnología para la evaluación formativa en línea, habilidades de lectura, evaluación, desarrollo.*

Chapter I. Theoretical Framework

1.1 Research background

This section of the research covers previous works carried out by other authors in relation to giving formative assessment using technology to improve reading skills. To develop this research work, an extensive analysis of a wide array of articles was conducted. Such academic papers come from reliable research platforms which include Google Scholar, Taylor & Francis, Scopus, ScienceDirect, ResearchGate, Eric, among others. A noteworthy characteristic of these investigations is that they are based on studies undertaken within the last five years, ensuring a solid and up-to-date source of information.

Reading, being one of the principal language skills, is learned by either native or foreign learners as it helps make sense of all the written input one may be exposed to the whole life. Even though this skill helps understand written texts like newspapers, messages, or adverts; there is a lack of attention to it in the classroom as many teachers take for granted students master it (Sevy-Biloon et al., 2020). As a result, teachers need to look for other alternatives to work in such important skill, one solution is the inevitable implementation of technology in schools as it seems to create a better educational environment that even helps educators score and assess learners. In this sense, online formative assessment technology (OFAT) displays a modern and trustful way to assess the work done by the students while it helps them increase their ability to comprehend written texts made in the English language.

Additionally, one important aspect this new way of formative assessment encompasses is the use of technological components. For instance, González-Gómez et al. (2020) and Tsiatsos et al. (2021) pointed out that OFAT works through the use of Learning and Knowledge Technologies (LKT) and Information and Communication Technology (ICT), which basically are a wide number of websites, online and mobile platforms, and technological devices where both teachers and students can access to different content material of the language, complete activities such as worksheets or online activities, and create some new contents based on the curricula. Thus, through technology, giving formative assessment to students becomes a less-consuming task and assists addressing the lack of treatment to the receptive skills like reading.

Thus, in understanding the immense adaptability of current technologies to language acquisition, researchers in the teaching language field have identified several specific technological tools that seems to effectively address formative assessment for reading

comprehension. One relevant tool widely used nowadays is Quizizz, a learning platform with several gamified features that allows teachers to create interactive quizzes. Putri (2023) explored the effect and acceptance of Quizizz as a formative assessment technological tool on reading comprehension in a study with 46 students from two different classes, divided into a control and experimental group. Through a quantitative approach that included a pre- and post-test meant to measure the effectiveness of Quizizz as a formative assessment tool, the researcher distributed a questionnaire to analyze the perception of the students regarding the use of Quizizz. The results of the study showed that the experimental group (23 students), which used Quizizz, displayed a significant improvement in their reading comprehension skill after getting higher scores over the control group (23 students), at the end of the treatment. Consequently, learners were also more likely to exercise their receptive skill and get assessed by the online tool. As for the questionnaire, it reassured that the perception of students to use Quizizz was innovative and motivating for improving their reading skills further.

Susanti and Nuria (2022) also examined the use of online assessment technology in improving reading comprehension. Using a pre-experimental design approach with a pre- and post-test on 36 students in Krian, East Java. Susanti and Nuria aimed to analyze if Edmodo can facilitate the language learning experience of students in an online environment. After analyzing the results, the researchers found out that reading comprehension skills such as finding implicit information, word meaning, word references, evaluating, and summarizing the text were improved when using Edmodo as the means to teach. Additionally, students expressed they find the technological tool a friendly and comfortable resource that gives a sense of having more freedom to learn in E-learning.

Quizizz and Edmodo are not the only tools that have proven successful in assessing reading comprehension, Socrative, another widely used platform in education, fulfills this parameter as well. For instance; Mohammed (2020) conducted research with 80 students from the English department Faculty of Education at Suez University, used a quasi-experimental design to compare the reading comprehension of two groups. The experimental one used Socrative for formative assessment and the control group used common traditional methods. The study employed a pre- and post-test, along with an engagement scale, to collect data from EFL students regarding the use of Socrative SRS as the basis of formative assessment for reading skills. The results shed light on the matter and showed that Socrative-based formative assessment significantly improved reading comprehension in students and increased their engagement levels. By providing instant feedback and encouraging active participation, this

digital tool was portrayed as a valuable resource for reorienting future reading assessment as part of pedagogical strategies to increase language engagement.

In addition, Socrative was the subject of study of Putri et al. (2023). The researchers used a quasi-experimental design; in which the information collected after the implementation of a pre- and post-test, questionnaire, and survey was quantitatively examined from 32 students at SMA Negeri 1 Cepiring, Central Java, Indonesia. The main focus of the study was on how reading comprehension and perception of learners can be fostered by employing Socrative as an online formative assessment tool. The results of the research highlighted the improvement of reading comprehension and perception in students towards Socrative as online formative assessment tool. In fact, this tool brings innovation and effectiveness for teachers and educators.

Notwithstanding the aforementioned works carried out investigation on the use of technological tools for formative assessment in either online or in-person settings as new trends for education, other researchers focused their attention on how beneficial new technologies are in teaching and assessment processes due to the sudden shift to online education during the COVID-19 pandemic that, in short, promoted the use of technology in educational settings. In this context, formative assessment became essential in maintaining learning momentum, particularly in reading. Kristiani et al. (2022) for example, investigated the adaptation to this shift, focusing on SMPN 7 Denpasar teachers in Indonesia who transitioned from traditional classrooms to online teaching sessions. The method used was a qualitative detailed case study, where researchers analyzed several documents, conducted interviews, and distributed surveys to four English teachers. The results based on the analysis of ten lesson plans made by the teachers over the first semester of the year showed how teachers planned and implemented formative assessment through phone call interviews, zoom meetings, WhatsApp chat, and a self-reflection journal sent through Google classroom. These technological tools helped the four teachers realize the extent to which new educational technologies benefit assessment and endorse students improve their reading skills when asked to identify the main idea, specific information, parts of speech, or vocabulary in texts.

Furthermore, the interactive nature of digital reading and its beneficial aspect upon formative assessment was further explored by Chen et al. (2021), who examined the use of a Collaborative Reading Annotation System (CRAS) with Formative Assessment and Feedback Mechanisms (FAFM) to incentive students' improvement of their digital reading performance

and self-regulated learning. This quasi-experimental study involved 55 students from two different classes in Taiwan, the process of assigning students into the control and experimental group was done randomly. The experimental group used CRAS-FAFM to interact in digital reading, they could make some notes in the texts and participate in discussions with their peers. The investigation revealed interesting information: first, it was clear that CRAS-FAFM provides outstanding benefits in improving the reading comprehension performance of students; second, CRAS-FAFM promotes more interaction between low- and high-performance students, which helped the first group promote their discussion and analytical skills through digital reading annotations and responses.

Even though the relevance that online technologies have to address the various challenges in assessing reading skills in online learning is of uppermost interest, the role of student perceptions in the effectiveness of technological tools cannot be overlooked. In this sense, Zuhriyah and Pratolo (2020) conducted a case study with six university students in Yogyakarta to explore their point of view on using Quizizz as part of their assessment process in the English language class. Students stated that Quizizz was an interesting and effective tool that increased their confidence and motivation. They valued the gamified features of the tool, which made reading exercises more engaging. Moreover, the limited time set by the quizzes encouraged them to practice skimming and scanning techniques, thus, enhancing their reading abilities in shorter periods of time.

Finally, research has also shown that technology can reduce the load of assessment for teachers. For instance, Puspitayani et al. (2020) designed a study using Quizizz in order to create a quiz that provides formative assessment for reading comprehension, focusing on the experiences of ten senior English teachers in Buleleng, Indonesia. The method followed was the Four-D development model (define, design, develop, disseminate) to design instructional materials (Thiagarajan, 1974). Additionally, data was collected by observation and a survey that included five instruments: questionnaire, checklist, researcher as the principal instrument, rubric, and test. After analyzing the results, researchers found that Quizizz not only improved students' reading skills but also helped teachers save some time. By mechanizing the grading process and providing instant feedback, Quizizz allowed teachers to focus more on guiding students rather than spending time on traditional assessment. This research also highlighted the dual benefit of technology in education by mainly improving student outcomes while reducing the workload for educators.

Similar findings took place in the study by Huang et al. (2021). These researchers led an ethnographic case study with a qualitative approach in China, its purpose was to investigate how teachers use technology-aided formative assessment (TAFA) platforms to teach the four language skills (reading, listening, speaking, writing) in EFL classrooms. Their study revealed that teachers found TAFA tools to be transparent, convenient, and effective in recording massive learning evidences from students. By providing detailed and individualized feedback, these platforms helped teachers track students' reading comprehension development over time without consuming extra effort and time for them. Additionally, findings suggest that TAFA platforms could play a vital role in future assessment strategies, especially as educational settings continuously become more digital.

Inspired by the significant amount of quantitative research studies aforementioned on the integration of a great deal of formative assessment technologies such as Edmodo, Socrative, Quizizz, Digital Annotation Systems, and TAFA platforms in relation to the development of reading skills, as well as the positive findings that showed how these tools can engage, motivate, and build more confidence in students while offering a more efficient, effective, and enjoyable ways to learn, this research had a feasible basis to examine whether there was any improvement in students' reading skills performance after using Socrative, Quizizz, and exploring similar technologies like Formative and Google Forms in the learning process.

Theoretical foundation of the variables

Independent variable

Assessment and evaluation

Assessment and evaluation in education play a crucial role in the teaching/learning process of students as these tools help teachers and learners identify strengths and weaknesses that hinder education. Evaluation helps teachers make decisions on the different resources, curriculum content, strategies, and techniques for further implementations as it generally takes place at the end of an academic year, course, or unit (Denison & Secolsky, 2012). As for students, evaluation gives them a general understanding of their current knowledge and how much they have learned. Evaluation usually takes the form of a formal test (paper-pencil based). On the other hand, assessment refers to an ongoing process that helps learners realize their own progress and gives teachers a progressive notion of how learners advance in their

learning process (Brown, 2003). There are various forms in which teachers can assess and evaluate students, but all of them are part of an inter-related purpose.

Earl and Katz (2006) and Brown (2003) agreed that the purposes of assessment help educators assess students in a more effective, efficient, and fair way because in the long run it could serve as the basis for a more structured and professional learning; these purposes are divided into three types which are *of*, *as*, and *for* learning. First, assessment *of* learning is clearly seen in summative evaluation as it is meant to confirm the level of knowledge students have and how they perform in order to demonstrate they have accomplished what was expected. Moreover, assessment *as* learning relates to assisting students' metacognition, since they are the bridge between learning and assessment. Lastly, assessment *for* learning seeks to help educators improve their teaching by giving them new insights to modify and improve learning activities. Even though all three purposes of assessment are important, two of them are the most utilized to assess students in the classroom, they are summative and formative.

The first comparison made between summative and formative assessment was by Scriven (1966). He described summative assessment, or also known as summative evaluation, as the information provided to educators in order to judge the value of an educational program when compared to other alternatives (programs) of the same kind; whereas the results or information gathered in formative assessment aim at improving the quality and process of teaching of an educational program all along the whole process. Likewise, Bennett (2011) mentioned that formative assessment consists of giving feedback and correctives in every single stage of the learning process; on the other hand, he says that summative assessment is used to evaluate what the student has achieved at the end of a unit or school year.

Formative assessment

Formative assessment as it is known currently dates back from the former century when high intellectual experts on the field of education gave a concept to this term. Firstly, Scriven (1966) defined formative assessment as formative evaluation, the main purpose for Scriven was to improve educational programs during the process. In other words, to make changes that foster any course or program while it is being developed. Later, Bloom (1968) reformulated the term "formative evaluation" into what it is known as "formative assessment" by changing his focus from the educational program to the student learning process. In this sense, Bloom emphasized that formative assessment is a process of providing ongoing feedback during

learners' learning to modify and adjust teaching and learning strategies; thus, enlightening student outcomes before the final or summative evaluation takes place.

By keeping in mind, the definition of formative assessment, educators nowadays look for more effective ways to give students feedback or grades as their method of assessment, avoiding the traditional method. In this context, Brown (2003) stated how formative assessment can move from a traditional approach where teachers assess students by assigning grades for each task or making personal interventions, to comment on the process of learning with a modern approach where students receive feedback as part of a sequence of works or from classmates. Clark (2012) further added that formative assessment comes from classroom assessment as well, only when it is taken as evidence by teachers to make the necessary changes in the teaching process. To maintain a clear and fair balance between the different ways to give formative assessment to students, Brown explained that the difference between formal and informal assessment must be clear. He remarked that formal assessment involves a structured evaluation method with tests and exams which seeks to give an overall result of student performance based on a specific criterion; conversely, informal assessment encompasses a series of strategies such as comments, observations, and casual tasks that does not follow a pre-established structure as it main purpose is to enhance student understanding and progress.

Online formative assessment technology

In later decades, society has faced the rapid advance of technology, which forces everyone to prepare themselves in the use of technology in so many aspects of life. In education, it has taken a crucial role due to its clear benefits towards a better preparation for future professionals. Pal (1996) concluded that educational technology, so called EdTech, is a subject based on science that involves technological tools, applications, and devices within the traditional classroom to enhance, facilitate, and adapt curricula content to the teaching and learning process. One main purpose of adding this continuous adaptative method is to make learning simpler for all the parts involved. On this basis, Aydin (2024) demarked the advantages and some possible drawbacks of including technology in the classroom for teachers and students. Within the benefits it is easy to realize that teachers have new opportunities to create, plan, and guide learners efficiently; while students engage, participate, and explore modern methods of acquiring knowledge. However, instructors must be careful when adding technology, as it can lead to possible scenarios where personal information is stolen, misuse of

devices creates academic problems, and emotional burden might result in psychological issues. To avoid these problems, teachers must ensure a safe and ethical use of technology.

Adding technology to the class and mixing it to formative assessment is not an easy task, but it does not mean it presents tremendous problems either, specially taking into account all the benefits and new features technology entails. Burns (2017) explained that technological tools can make formative assessment a more meaningful, sustainable, and scalable process by collecting data during every lesson, generating teaching/learning routines that are customizable and efficient, and interconnecting data with all stakeholders. In this context, online formative assessment technology (OFAT) makes emphasis on providing students more personalized formative assessment by using different digital resources, because teaching has recently included more online and blended modalities to formal education (González-Gómez et al., 2020). With this new approach to assess students, teachers make sure learners feel more motivated to grow academically, besides, the instant feedback that such tools offer support the continuous learning process. Çekiç and Bakla (2021) added that teachers need some training about digital tools in order to choose the most effective ones for each lesson. They suggested that teachers need to consider the availability of the tool, the characteristics it has, and the type of activities offered to users. Within the term OFAT, there is a couple of concepts that appear as part of its core, they are Information and Communication Technology and Learning and Knowledge Technologies.

Information and Communication Technology

Information and Communication Technology (ICT), or Tecnologías de la Información y Comunicación (TIC) in Spanish, encompass a series of digital and technological tools like cellphones, computers, and social network platforms whose purpose is to reinforce the educational system, as well as the learning process of students in the new virtual era (UNESCO, 2024). Furthermore, Biggs (2003) noted that ICT are currently gaining new ground due to their rapid spreading through the Internet. He went on to explain that these technologies have Internet as their transmitting basis, which may lead to a reorganization, reshaping, and restructure of current real-life processes as ICT' advantages include instant information-sharing, faster communication, huge data storing, and potential collaborative networking. All these characteristics seem to portray ICT as revolutionary tools that can improve the teaching and learning process of people.

Learning and Knowledge Technologies

Learning and Knowledge Technologies (LKT), or Tecnologías del Aprendizaje y Conocimiento (TAC) in Spanish, are all those virtual-based platforms, digital resources, and technological devices applied in the pedagogical teaching and learning process of a language or any other subject in education (Morla, 2022). Rojas-Carrasco et al. (2023) also gave some insight on the concept and applicability of LKT into the modern educational system. They went on to say that LKT give learners opportunities to interact with the content they are learning in a more innovative, dynamic, and instant-feedback environment as the different digital tools allow them to design, create, and store videos, mind maps, charts, etc. In addition, one key fact of these technologies in education is how it can adapt to the different needs learners may require, but for a well management of these tools, teachers need to be trained in the correct use of them. These authors pointed out that LKT include several tools and approaches that promote a positive impact on education, they are:

Virtual learning platforms. These platforms are an online space where educators share different materials and contents with students. It promotes participation and interaction since real-time communication is available through such platforms, a couple of tools that allow interaction are for example forums and chat rooms.

Interactive content. An uppermost advantage of such digital resources is that both teachers and learners can create interactive educational content by designing presentations, simulations, infographics, games that stimulate interest and comprehension of complex concepts. Due to the adaptability of the content, particular learning needs can be met.

Collaboration. The amount of collaboration that virtual environments offer is impressive. By using shared workplaces or webinars, students can work at the same time on classroom projects, carry out discussions, and share ideas or thoughts instantly. As part of this learning, some collaborative, communicative, and problem-solving skills are developed.

Online assessment. Educators can use online tools to design and manage tests. Through these tools they can give instant feedback, which allows learners identify their weaknesses and strengths. Additionally, constant progress tracking and monitor performance tools help to adapt future teaching and improve the learning process of students.

As aforesaid, LKT take a major role in formative assessment. Vargas et al. (2022) pointed out that learning and knowledge technologies can orient the process of evaluation and

assessment as such tools offer different resources such as tracking the progress students make, giving numerical data to analyze, and certifying the progress of students. When using these diverse resources, the teaching and learning process becomes more effective and students feel they are in control of their learning. Among the various digital tools or learning and knowledge technologies there are some used for learning and others for assessment.

Learning tools.

Quizlet. The main purpose of the online- and mobile-based learning site and app is to help learners acquire new vocabulary by using flashcards as the primary method of learning (Aprilani & Suryaman, 2021). Even though current methodologies to language teaching suggest vocabulary should be taught in context; the interaction, innovation, and adaptability of the digital tool makes learning a much more interesting process by offering six types of modes to practice the target language, those modes that include multiple-choice questions, writing, audio recording, and listening are: flashcards, gravity, write, speller, match, and live (Mendoza-Batista, 2020). Consequently, Quizlet presents a new alternative to present vocabulary and make students enjoy their lexical acquirement.

LearningApps.org. This learning tool has gained remarkable connotation among the language teaching classes as it allows teachers create a wide variety of learning materials for students to have self-study materials to access any time (Susanti et al., 2021). Additionally, Powell (2021) argued that LearningApss.org has two primary features teachers need to know to implement the digital tool, those features are a library of resources and exercise creation. The type of activities included are word pairing, matching, fill-in the gap, voting, ordering, among others; and all of them are available in 23 languages with the option to add images, text, video, and audio.

Genially. Vinueza (2020) described Genially as an online tool that benefits the learning process of students by adapting the content to a series of interactive templates for presentations, infographics, resources for videos, CVs, questionnaires, and others. Among the benefits there are interactivity, storytelling, gamification, and animation; all these features allow students explore curricula content in a more interesting way, work with partners virtually, and interact with technological resources. Similarly, Castillo-Cuesta (2022) said that Genially does not only help to present contents in a more dynamic way, but also includes games for students to have fun while interacting with the platform. It increases motivation and participation due to the students' innate competitiveness in the classroom and life in general.

Powtoon. Among the vast number of digital resources that allows both teachers and students create and design videos, there is one which includes animated images with background voice recording, it is Powtoon (Bravo-Acosta & García-Vera, 2020). With this tool, content presentation becomes more attractive, thus catching the attention of all students. With Powtoon, the class listens to their partners' explanation of the content while looking at images in movement to increase their current knowledge of the topic (Oktaviani et al., 2020).

Educaplay. Educaplay is a tool designed not only for learning, but for assessing and evaluating learners as well. This platform helps teachers create and design educational activities and games that are integrated with learning management systems such as Moodle, Google Classroom, Canvas (Educaplay, n.d.). The type of activities goes from normal crosswords and matching activities to interactive video quizzes that can be done as part of an introductory task, homework, or classroom activity as it challenges learners adding competition to the lesson. In addition, Jurado-Enríquez (2022) cited that Educaplay enhance the teaching and learning process by supporting the development of different skills and comprehension of the daily lessons.

Tools for assessment.

Quizizz. Having an interesting teaching tool included in the lessons creates an environment where students are willing to learn more. Quizizz presents innovation, fun, and a fresh presentation of contents for further assessment as it helps educators create a wide variety of questionnaires to test the level of knowledge students have acquired after a lesson or a series of lessons (Torres-Ordóñez, 2020). In addition, Yong and Rudolph (2022) stated that Quizizz offers multiple options in the teaching process, for example, teachers can design multiple-choice, fill-in the-Blank, and open-ended questions and add gamification features like competition, extra abilities to succeed in answering the questions, background music, etc.; on the other hand, students receive instant correction and feedback, average score and time, and opportunities to carry out again the activity. All these features help learners increase their knowledge while having fun in the classroom.

Socrative. This digital tool is a cloud-based system which aims to give students responses and feedback on their activities (Kaliappen et al., 2021). Socrative, is an online platform that helps teachers create quizzes to evaluate the progress of students. Fraile et al. (2021) revealed the two principal features of the site, "quiz" and "space race". The first one refers to the fact that students can answer to quizzes designed by the teacher and have an instant

score, as well as feedback on the correct answer. The second feature is similar to the quiz mode, but the difference is that students are grouped in teams, and the group with more correct answers is the winner; this mode includes aspects of gamification which makes learning more interesting.

Formative. Formative is currently part of the large number of free online assessment tools that allows teachers engage, instruct, and assess their learners by creating interactive assignments, well-structured quizzes, and instant assessments (Formative | Real-Time Instruction, n.d.). Kumar and Moral (2022) explored some of the features Formative has, for instance, the customizable pre-made tests available for everyone or the chance to upload a PDF or Word document that uses an AI to create tests from scratch. However, the most interesting feature it entails is that it gives teachers the opportunity to meet individual learning needs by monitoring progress, giving instant feedback, and tailoring instruction.

Google Forms. One of the free tools Google has shared with their users is Forms. Forms is a software meant primarily for creating questionnaires, forms, and surveys that give creators un analysis of the information gathered while giving participants/students answers and feedback in real-time (Google Forms, n.d.). Another aspect that makes Google Forms a good assessment tool is that it does not limit their users in the number of works they can create, as a result, educators in this case can use it for formative and summative assessment and evaluation.

Quizalize. This online tool is designed to give educators opportunities to design quizzes that include gamification features and instant data-tracking to its process, thus helping to identify learning gaps (Quizalize, n.d.). In agreement with España-Delgado (2023), the perception towards Quizalize's use is positive as learners and teachers find valuable in language learning. Especially because it helps to differentiate instruction and allows the integration of other tools like Google Forms and Google Classroom.

All assessing tools add something new to education, by either implementing fun features and instant assessment to daily lessons, which motivates students make a bigger effort to learn; or giving teachers more efficient and real-time results of students' performance. For assessing reading skills in particular, technological tools such as Socrative, Quizizz, Formative, and Google Forms present a reliable and viable option that works well as formative assessment. Knowles (2022) asserted that online formative assessment tools need to meet certain requirements such as provide immediate feedback, track performance over time, and adapt

testing to students' reading level. The abovementioned technological tools meet these criteria, which makes them appropriate for language learning.

Dependent variable

English language skills

Language is a term intrinsically related to society because it is here that it takes place, which is why it is defined as what all members of a society speak (Wardhaugh, 2006). In other words, language is the means of communication or code used between individuals who live in the same geographical area. According to Sapir (1921), language is the speech or generated symbols that humans use to transmit their thoughts, feelings, and experiences on a daily basis. Currently, there are a great deal of languages all over the globe, being English one of the most influential ones due to its political, economic, and cultural influence (Coleman, 2010). Fromkin et al. (2002) enlightened the need of people for a single means to communicate in a globalized world, coming to the agreement that English is the lingua franca all over the world when social and commercial communication is needed. This language was chosen not only by common agreement between countries due to its influence, which is mostly political, but for the gigantic control that English-speaking countries have on scientific and medical improvements, commerce, natural resources, and ideologies.

Besides, there is a good portion of the population, 18.8%, that speaks the English language around the world, making it the most spoken lingua franca. Additionally, most of the English speakers included in the analysis do not belong to the native population, in fact, the majority of these speakers are people who learned it as a foreign or second language (Central Intelligence Agency, 2024). Moreover, Coleman (2010) said that English is widely accepted in formal education, and this is not surprise because English is well known for opening many new employment, international mobility, and mediation (working as impartial language) opportunities, which in the long run are essential for the development of a nation. Finally, Coleman mentioned how important it is for English to be updated with the latest trends and uses of the language to avoid misconceptions and misunderstandings.

There is a common agreement between experts that has stood the test of time, which says that all languages have four macro linguistic skills divided in Speaking, Listening, Reading, and Writing. A skill is the ability that individuals have to perform a task and in communication it involves the development of various tasks, which in short, are the use of a

great amount of skill (Cambridge University Press and Assessment, 2024). Any English class, either as a foreign or second language, focuses on giving the same amount of attention to the four main skills by implementing a wide variety of activities and techniques (Burns & Siegel, 2017). Each of these linguistic skills makes emphasis on a specific aspect of the language in order to acquire and transmit information. For instance: the ability to communicate meaning to others by using speech refers to the speaking skill; understanding the meaning of sounds is listening; comprehending written texts relates to the reading skill; and transmitting meaning by giving form to signals or symbols on a page is writing (Spratt et al., 2011).

Nation (2009) stated that each of the four language skills is important, thus dedicating the same amount of interest, time, and effort leads to a better learning experience. Besides that, Nation declared how skills are divided into receptive and productive. The receptive ones take place each time a person receives spoken or written input to be decoded, whereas the productive skills are found in every interaction where the learner speaks or writes any piece of information. Finally, many authors claimed that the assessment of each of the skills is done individually for better results in the learning process, however, recent perspectives and proposals suggest it should be done as an integrated skill because communication in real life does not occur in segregation but as a whole (Hinkel, 2010).

Receptive skills

Burns and Siegel (2018) made emphasis on the difference between receptive and productive skills by saying that a receptive skill can be recognized as the ability to receive and process information rather than producing it as in a productive one. In addition, listening and reading are the language skills that make part of the receptive skills. Firstly, listening can be defined as the ability to pay special attention and make sense of the sounds produced by other people. It also involves the use of the hearing sense, as well as the sight because people tend to use body movements to transmit messages better. Secondly, reading can be identified as the ability to recognize written patterns of letters by mostly using the sight. In this context, learners generally make a connection between the information obtained from the text with their current knowledge of the world (Fromkin et al., 2002).

Reading

In accordance with Maxom (2010), reading comprehension requires time because it is long process developed since childhood and involves a series of strategies developed only by reading texts in various manners. For example, when learners are required to read for specific

pieces of information, details, general idea, or the attitude of the writer, they are unconsciously developing critical thinking and reasoning that help to understand texts easily. Additionally, Lewis (1959) said that reading involves lots of comprehension, therefore, it also includes a series of linguistics features that are connected to various cognitive processes such as working memory, inference generation, vocabulary, and prior knowledge to promote a better understanding of the meaning that written symbols can have.

In reading, learners encounter a variety of passages that follow a certain model or format and presents specific segments of information according to it, these different structures of written passages are known as text types and are divided into academic, job-related, and personal readings (Brown, 2003). Rahmawati (2020) listed some of these texts as essays, articles, newspapers, reports, emails, letters, papers, manuals, books, advertisements, etc.; each of them with a specific purpose that transmits a different message for readers to recognize. Apart from the types or genres of reading texts, this receptive skill incorporates a series of strategies that offer extra support to learners because they allow them to have a better comprehension of texts. These skills or subskills are developed through the various strategies teachers apply in the classroom while teaching reading. Those subskills generally take place within the types of reading that also vary in the sense that each one involves a series of activities meant to develop cognitive skills.

Reading subskills

Spratt et al. (2011) defined subskills as the purpose why we are reading a text since a passage can be read for a variety of reasons like getting the main idea, some particular details, or identifying the attitude and reason behind the writers' intentions. Likewise, Armstrong (2020) and Scrivener (2010) specified that subskills need to be addressed prior reading any type of text, the reason behind this is to give students training and increase their ability to scan, skim, deduce, predict, or get meaning from context. In this sense, the authors agreed that reading skills or subskills are divided into reading for specific information (scanning), reading for gist (skimming), reading for detail, inferring, deducing meaning from context, predicting, and understanding text structure.

Scanning. Learners do not read every single text line when they are asked to find a piece of specific information. This subskill involves just an overlook of the whole text until students find the section where the information is located. In this sense, line-by-line reading needs to be avoided, otherwise it cancels the purpose of scanning. Additionally, Setiawati and

Budiasih (2022) further said that scanning involves moving the eyes quickly throughout the text while focusing on phrases or key words that contain important information like names, dates, or numbers to guide the search.

Skimming. Generally, learners are asked to get a global or first understanding of a text with the purpose of simply getting the main idea or overviewing the organization of the passage. This process of glancing the text is called reading for gist and is related to 'speed-reading'. As well as with scanning, in skimming readers must avoid concentrating on very specific bits of information or the skill will not be developed as it should be. Some strategies to succeed in this subskill are to focus on topic sentences, headings, and subheadings, pay attention to bold or italicized words, and read the first and last sentences because they generally give significant information to the reader by helping to get the main idea of each paragraph (Setiawati & Budiasih, 2022).

Reading for details. Learners look for the meaning of every single word when they are asked to find details in a text. Besides the single meaning of words, the relationship between words and sentence-meaning is also important as the correct interpretation of it leads to a correct understanding of the information. To get the proper understanding of the text, learners can go back and forth the same piece of information a number of times to find out more and see if the words where correctly interpreted. In addition, focusing on key facts by highlighting or underlining important data, descriptive words, and numerical details leads to better comprehension of texts.

Inferring. This reading subskill is also known as reading between lines because its main purpose is to work out the opinion, attitude, or feelings that the author is transmitting. When learners infer they play special attention to the register, word choice, and context employed in the passage to comprehend even better the text. In order to correctly infer the purpose or the perspective of the author, readers need to develop their ability to analyze and synthesize pieces of information while connecting it to personal experiences or knowledge (Banditvilai, 2020).

Deducing meaning from context. It is common for people not to know every single word in a text, but individuals sometimes are asked to identify the meaning of key terms in the text due to its importance or relevance. In order to understand the meaning of such words, learners must look at the words before and after the term, identify its function in the sentence by using knowledge of word roots, prefixes, and suffixes, and work out the meaning.

Sometimes, the same paragraph gives explanations, synonyms, or antonyms of the words. This technique helps when a reference resource or a dictionary are not available.

Predicting. Predict means the use of clues or minimal sampling to guess the plot or what the text will be about. Prediction helps to decide if the following reading passage may be or not of interest. In addition, it helps to make sense of the reading because while predicting, readers link the topic of the text to prior knowledge of the world or previous experiences. As a result, learners will find the new text a meaningful one as it increases their knowledge of the topic. According to Banditvilai (2020), readers tend to use their experiences and background knowledge to predict or formulate ideas, that is why, to accomplish this goal they look at one or various pictures, pay attention to titles, or read headings to guess what comes next. This reading subskill also allows interaction, which ends up in learners increasing their interest and understanding of texts.

Understanding text structure. There are a variety of text types that students will encounter in their learning process, knowing exactly how these texts are built helps to understand and recognize specific features of it to make reading an easier process. This knowledge gives an extra advantage to readers as knowing the sequence of the text leads to identify exactly where the information is. To recognize if the text is organized in a chronological, cause-effect, or problem-solution order, students need to look for transition words, identify paragraphs and their roles, and recognize common writing patterns (Banditvilai, 2020).

Process to teach a reading lesson

There is a considerable number of methodologies and approaches to teach a language, some might categorize them based on its benefits and achievements after being evaluated in the classroom. Though, to teach a reading lesson a more dynamic and modern approach is generally taken. In this context, Harmer (2008) proposed the use of the ESA (Engage, Study, Activate) process as the most suitable methodology for teaching. He suggested that two of the three stages of ESA can be mixed in a wide range of possibilities that result in the correct learning and development of reading skills. They are Study and Activate. For example, Harmer proposed that in an elementary class students begin the lesson with an engaging activity where students are asked to answer a question based on their preferences; then, they follow two activate stages with a peer working activity followed by a reading one; after that, students have

a study phase that includes some comprehension questions; and finally, an activate activity again where students make a description of a character they like.

Similarly, Maxom (2010) and Burns and Siegel (2018) recommended a different approach which also contains three stages, they are pre-reading, while-reading, and post-reading. Firstly, the pre-reading stage seeks to link the background knowledge learners have about the topic with what they will be checking in the text. All the information presented in the stage builds the foundation for the while-reading stage and may include activities like brainstorming, answering comprehension questions, and discussing vocabulary. Secondly, the while-reading stage looks for students to gain meaning from the text they are using. In this phase, students can read silently on their own, in groups, or listening to the teacher while following the text. The purpose of it is to understand even small details of the passage because this task is usually followed by a set of cognitive challenging questions which promotes critical thinking and communication, sequencing ideas in the right order, drawing a picture, etc. Thirdly, the post-reading stage searches for extending the understanding of the text by adding some extra activities where speaking and writing may be also included. In this stage, teachers can give feedback to the class.

Finally, Spratt et al. (2011) divided a reading lesson into three main stages; introductory activities, main activities, and post-task activities. This process is described below:

Introductory activities. This stage consists of getting students immerse in the lesson and it can be focused either on the topic of the reading passage or vocabulary included in the text. To work with the topic, students could be asked to predict what the content will be about or answer questions that serve as bridge of the topic and their own knowledge.

Main activities. The second stage involves a series of activities whose purpose is to develop comprehension and reading subskills. These activities generally look for getting a general understanding of the passage, to later focus on more specific information or details.

Post-task activities. The main aim of this final stage is to make students work with the knowledge and language they have acquired during the lesson, how it relates to their personal lives or just carrying out an activity where they reflect on something specific of the reading passage.

This research followed the communicative language approach proposed by Spratt et al. due to its components and effectiveness in the classroom. For instance, this approach focuses

on specific aspects of the language such as: vocabulary which is needed for a full understanding of the topic, specific focus on the reading skill in the core stage of the approach, and connection to a productive skill at the end of the lesson. All these features give a real experience with authentic material that also relates to personal experience, where learners are able to communicate and understand the target language.

Assessing reading

Assessing reading is crucial to evaluate and analyze students' reading performance, comprehension skills, and academic progress. Grabe and Jiang (2013), for example, emphasized on the topic by saying that reading is a complex skill which involves a good number of cognitive processes, integration of prior knowledge, and critical thinking. These authors also mentioned the importance of assessing a broad range of reading skills such as vocabulary, word recognition, fluency, syntactic knowledge, discourse structure, and reading strategies to acquire a deeper understanding of how students comprehend texts and use it to construct meaning. To carry out this analysis that leads to a better understanding of learners, Grabe and Jiang highlighted the crucial role that valid and reliable assessments play in education, especially with the rapid incursion of technology.

Similarly, Alderson (2000) claimed that assessing reading is not an easy task due to the different processes it involves to truly understand a text; these procedures include decoding words, understanding syntax, and constructing meaning. Alderson suggested that to accomplish the goal of having effective assessment on reading, teachers must use and tailor a variety of techniques to assess from different angles. For instance, by including narrative or expository content to cloze tests, multiple-choice questions, open-ended questions, and retelling, educators ensure reading subskills (skimming, scanning, inferring, and critical thinking) are correctly developed within each student.

Knowles (2022) further pointed out that the implementation of a wide array of activities provide a complete panorama for teachers on when and how intervene, it creates a clear connection between assessment and instruction. She argued that assessments need to be use as targets for educators to know when to vary their strategies, adapt their lessons to cope with learning gaps, and give opportunities to improve students' reading comprehension. Knowles presented a model for teachers to assess reading, it includes four comprehension dimensions which are literal, inferential, evaluative, and strategic. These dimensions begin with the understanding of basic facts or small details in a text; then, it moves to the ability to infer and

draw conclusions; after that, critical analysis and content evaluation takes place; and ends with the use of a reading strategy (predicting, summarizing) to enhance understanding.

All in all, assessing reading encompasses the implementation of various tasks, which include different types of texts, and require learners to put in practice one of the reading subskills to show the extent of their current ability to comprehend and understand written information.

TOEFL iBT criteria to assess reading

The TOEFL iBT exam is vital for this research as it assesses how well candidates can read and understand materials commonly used in academic settings. Besides that, it focuses on the majority of reading subskills that any good reader or learner must master while encountering a reading text. This gives a better and deeper understanding of the topic, thus, giving students better chances to succeed in any reading task.

Internationally, this exam is scored by considering the number of correct or raw answers, which are later converted into a scale that goes from 0 to 30 points (TOEFL IBT Reading Section, n.d.). What candidates encounter are two reading passages of about 700 words each with 20 questions, 10 for each reading passage, that must be completed in 35 minutes. The six types of questions that the TOEFL reading section contains seek to assess the ability of test-takers to: identify information explicitly stated in the text in factual and negative factual information questions, recognize implicit information or the reason why the author wrote something in inference and rhetorical purpose questions, deduce from context or know the meaning of academic words in vocabulary questions, synthetize a long sentence or excerpt from the text into a shorter sentence while keeping the original meaning in sentence simplification questions, place a sentence within a paragraph where it fits best in insert text questions, and summarize a text in three main statements to answer prose summary questions (TOEFL IBT Reading Section, n.d.). For this research purpose, the scoring was done over 10 points.

1.2 Objectives

General objective

To investigate the effectiveness of online formative assessment technology in the development of reading skills.

Specific objectives

- To explore students' use of formative assessment technology in their learning process.
- To evaluate students' reading proficiency before and after applying online formative assessment technology activities.
- To find out students' perceptions of online formative assessment technology in the reading process.

Fulfillment of the objectives

Reading skills are fundamental in learning a foreign language as most of this learning takes place by comprehending texts full of relevant information. For this reason, the main objective of this research work was to investigate the effectiveness of online formative assessment technology in the development of reading skills of seventh-semester students of Pegagogía de los Idiomas Nacionales y Extranjeros (PINE) program at Universidad Técnica de Ambato. Three specific objectives were established to accomplish the main objective.

Firstly, to achieve the first specific objective of exploring students' use of formative assessment technology in their learning process, the researcher used a Learning and Knowledge Technology (LKT) Survey with 15 questions, which was validated by experts on the subject, as well as Cronbach's Alpha as it is part of the research project "Aplicación de herramientas digitales para el aprendizaje y el Conocimiento (TAC) en la evaluación de aprendizajes" SFFCHE10 approved by resolution No. UTA-CONIN-2023-0334-R. The purpose was to diagnose which learning and knowledge technologies students have used or interacted with during their learning process.

Secondly, for the purpose of addressing the second specific objective centered on evaluating students' reading proficiency before and after applying online formative assessment technology activities, a pre- and post-test and a series of assessment activities on reading skills were administered by the researchers during the whole intervention. First, the test consisted of the reading section of the Test of English as a Foreign Language in its internet-based version (TOEFL iBT), in which examinees were given two reading tasks with 20 comprehension questions. As for the assessment activities, a series of lesson plans based on the communicative language approach for reading were applied. In addition, tools such as Socrative, Formative, Quizizz, and Google Forms were implemented as part of the formative assessment on the different TOEFL iBT reading tasks. These tasks followed the guidelines set by English Testing

Service (ETS) and included factual and negative factual, inference and rhetorical purpose, vocabulary, sentence simplification, insert text, and prose summary questions.

Finally, in order to accomplish the third specific objective, which was to find out students' perceptions of online formative assessment technology in the reading process, a Technology Acceptance Model (TAM) Survey was taken. The survey was applied at the end of the research intervention and consisted of 12 questions, adjusted to the present study, which was divided into four sections: ease of use, perceived usefulness, intention of use, and attitude of use; each of them aligned to a construct of the above-mentioned model.

Chapter II. Methodology

2.1 Materials

To carry out this research work, a variety of resources were utilized. They ranged from human to material assets. Students of seventh-semester of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) at Universidad Técnica de Ambato who underwent the intervention by working with a LKT survey, a pre- and post-test from the TOEFL iBT reading section, and a TAM survey were part of the human resources. On the other hand, material resources included academic papers, articles, and books that served as the basis for the development of the theoretical framework; tangible resources such as computers, cellphones, and the projector; and intangible resources with technological tools like Socrative, Quizizz, Formative, Google Forms, and internet that were vital during the research development.

2.2 Methods

2.2.1 Research approach

This research adopted a quantitative approach. Creswell (2012) explained that the quantitative approach differs from the qualitative approach as it relies on numerical data, including statistics, to identify patterns, calculate averages, make predictions, and generalize findings based on the analysis conducted during the study. In this sense, data collection typically involves the use of questionnaires, structured observations, or experiments, often employing either a single test or a pre- and post-test design. Complementarily, Thomas (2013) highlighted that one key advantage of this research approach is its applicability to larger samples, its ease of replication owing to standardized protocols, and its incorporation of hypothesis testing. For this investigation of Online Formative Assessment Technology and Reading Skill, the quantitative approach was the most suitable as numerical data was gathered to make a comparison of the pre- and post-test. Besides that, extra data was analyzed from two surveys; the first one was about the usage of technological tools before treatment and the second about students' acceptance after the intervention.

2.2.2 Modality

Field-based research. Field-based research is conducted within real contexts, where data is gathered directly from a particular and real-world sample as cited by Heller (2019). In other words, the study takes place in the same authentic setting where the phenomenon is

carried out. Therefore, the researcher learns and gathers data by drawing on real observations made after attending the place where the population carries out the activity. Regarding the present research, data was obtained by applying this modality in seventh-semester students from the EFL English VII class of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Bibliographic research. Bibliographic or documentary research focuses on collecting all possible data and information from prior studies, papers, and articles related to the variables of a research work (Block & Fisch, 2020). Block and Fish went onto say that this research modality includes a series of steps like inquiring, interpretation, and analysis of primary and secondary sources to gather the necessary information that serves as the basis of the topic. Thus, for this research work, a considerable number of validated sources like books, academic articles, and journals were used in order to gather valid and reliable information.

2.2.3 Type of research and research design

The research design used in the study was pre-experimental, which is a type of experimental research (Best & Kahn, 2006). According to Griffee (2012) and Lodico et al. (2006), the pre-experimental design is defined as the simplest form of research due to its lack of control and experimental groups, thus, consisting of one case or group that is observed during the intervention process that begins with the introduction of a pre-test and ends with a post-test. Finally, this research implemented a pre- and post-test as part of data collection with a single group.

2.2.4 Techniques and tools

The process for data collection employed three instruments. The first one corresponds to a LKT (diagnostic) Survey about the use of technology, which was validated by experts on the subject, as well as Cronbach's Alpha as it is part of the research project "Aplicación de herramientas digitales para el aprendizaje y el Conocimiento (TAC) en la evaluación de aprendizajes" SFFCHE10 approved conforming to resolution No. UTA-CONIN-2023-0334-R. The LKT Survey included 15 questions divided into two sections, the first section contained questions related to the use and knowledge of different technological tools, and the second section involved questions based on the frequency of use of various technological tools.

The second instrument was a pre-test and a post-test applied before and after the treatment. This tool measured the relation between online formative assessment technology

and reading skills of students. The test was the international exam Test of English as a Foreign Language (TOEFL iBT) Reading section, which corresponds to a B1-B2-C1 English level according to the Common European Framework of Reference for Languages (CEFR). The reading section consists of two reading passages with 10 comprehension questions each. As this test is required for academic contexts, the content is based on the various subjects that university students face in the United States of America. Additionally, the questions included are factual and negative factual information, inference and rhetorical purpose, vocabulary, sentence simplification, insert text, and prose summary. This section of the exam is over 30 points as claimed by Educational Testing Service (ETS).

Then, the last instrument was applied at the end of the treatment. The research participants completed a Technology Acceptance Model (TAM) Survey to analyze their acceptance of the different tools used during the intervention process. The TAM Survey seeks to display if an individual's performance has been improved by the incorporation of technology to the learning process. This survey included 12 questions that were adjusted to the present study. Thus, the TAM model is divided into four constructs: usefulness, ease of use, attitude, and intention of use. Through a Likert scale with 5 levels (totally satisfactory, satisfactory, somewhat satisfactory, unsatisfactory, and totally unsatisfactory), data was gathered.

2.2.5 Population

The research work on Online Formative Assessment Technology and Reading Skills worked with 21 students from seventh-semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. These students were expected to have a B1 level according to the CEFR, which made them eligible for this project. In addition, all of them were willing to take part in the investigation.

Table 1

Population

Population	Number of students	Percentage
Male	10	48
Female	11	52
Total	21	100

Note. Gender distribution of the population.

2.2.6 Hypothesis

Alternative hypothesis.

H1: Online formative assessment technology presents positive effects on reading skills.

Null hypothesis.

H0: Online formative assessment technology does not present positive effects on reading skills.

2.2.7 Procedure

The process for data collection was made up of 11 participations. Both the Pre- and Post-Test sessions lasted 60 minutes, whereas each of the 9 classroom interventions lasted 90 minutes. The purpose of these interventions was to employ Online Formative Assessment Technology to improve Reading Skills. In pursuit of this goal, the researcher created a Google Sites Platform where all activities and information about the topics were posted. Below there is a description for each session:

Session 1. During the first session of 60 minutes, the researcher introduced himself to the class and carried out a short presentation about the research, which included the characteristics of the theme, purpose, ethics, and content of the Pre-Test. Data collection began by asking students to follow some instructions to complete the Pre-Test in 35 minutes. For this, students received a set of sheets with two reading passages and 20 questions, as well as an answer sheet to transfer only the responses. Once the time passed, the researcher collected both the test and the answer sheet of each student, then shared a link with the students to complete a LKT Survey about the use of technological tools. After that, the class was over.

Session 2. The second intervention lasted 90 minutes and had as objective to recognize factual information in the reading passage ‘The Clovis Culture’. First, students checked some useful vocabulary using a learning tool. Next, they skimmed the reading passage and discussed their ideas with a classmate. Later, students had 55 minutes to read for details and recognize factual information in two texts to answer 16 comprehension questions in the technological tools Socrative and Quizizz. Finally, students studied the feedback given at the end of each activity in Socrative and Quizizz, and developed a short writing activity about the topic, factual information. They also had some homework assigned in Google Sites.

Session 3. The objective for the third 90-minute-intervention was to identify negative factual information in the reading passage 'The Moai of Easter Island'. To begin with, students practiced some new vocabulary words on the web. After that, they skimmed the reading passage and share their ideas in groups of four. As main activities, they had 55 minutes to scan, read for details, and identify negative factual information in two reading passages to answer 20 comprehension questions in the technological tools Formative and Google Forms. To wrap up the class, students checked the feedback given at the end of each activity in Formative and Google Forms, and carried out a short writing activity about the topic, negative factual information. Students had a couple of assignments in Google Sites.

Session 4. The fourth 90-minute-intervention's objective was to recognize information implied in the reading passage 'The Geologic History of the Mediterranean'. Firstly, students deduced the meaning of some useful vocabulary words from sentences. Secondly, they skimmed the reading passage and discussed their ideas in pairs. Thirdly, students had 55 minutes to read for details, scan, and infer information in two texts to answer 20 comprehension questions in the technological tools Socrative and Google Forms. Finally, students analyzed the feedback given at the end of each activity in Socrative and Google Forms, and completed a brief speaking activity about the topic, inference information. They had extra tasks to complete in Google Sites as well.

Session 5. The fifth intervention lasted 90 minutes, and its objective was to review Factual Information and Negative Factual Information, and Inference questions from two TOEFL iBT reading passages. First, students completed a filling the gap activity related to definitions of factual information, negative factual information, and inference questions. Second, they had 55 minutes to scan, read for details, and infer information in two reading passages to answer 20 comprehension questions in the technological tools Formative and Quizizz. To conclude the class, students examined the feedback given at the end of each activity in Formative and Quizizz, and finished a short writing activity about the topic, factual and negative factual, and inference questions. Learners also had some homework assigned in Google Sites.

Session 6. The objective of the sixth 90-minute-intervention was to identify rhetorical purpose information in the reading passage 'Smart Energy'. First, students guessed the meaning of some useful words based on sentences. Next, they skimmed the reading passage and discussed their ideas in a group of four. Later, students had 55 minutes to read for details,

scan, and infer information as well as the author's intention in two texts to answer 20 comprehension questions in the technological tools Google Forms and Socrative. Finally, students studied the feedback given at the end of each activity in Google Forms and Socrative, and developed a short writing activity about the topic, rhetorical purpose information. Students had a couple of assignments in Google Sites.

Session 7. The seventh 90-minute-intervention's objective was to deduce the meaning of words in the reading passage 'The Design of Green Buildings'. To begin with, students guessed the meaning of some new vocabulary words based on short passages, in pairs. After that, they skimmed the reading passage and share their ideas with a peer. As main activities, they had 55 minutes to scan, read for details, infer, and deduce the meaning of words from context in two reading passages to answer 20 comprehension questions in the technological tools Quizizz and Formative. To wrap up the class, students checked the feedback given at the end of each activity in Quizizz and Formative, and carried out a brief speaking activity about the topic, vocabulary by deducing meaning from context. Learners had extra tasks to complete in Google Sites as well.

Session 8. The eighth intervention lasted 90 minutes, the objective was to simplify information in the reading passage 'The Role of Fieldwork in Anthropology'. Firstly, students matched the meaning of some useful words to their respective image. Secondly, they skimmed the reading passage and discussed their ideas in pairs. Thirdly, students had 55 minutes to read for details, scan, infer, deduce meaning from context, and simplify information from two texts to answer 20 comprehension questions in the technological tools Socrative and Google Forms. Finally, students analyzed the feedback given at the end of each activity in Socrative and Google Forms, and completed a short writing activity about the topic, sentence simplification. They also had some homework assigned in Google Sites.

Session 9. The objective for the nineth 90-minute-intervention was to place information into the reading passage 'Perfume'. First, students learned new vocabulary by pairing some words to their meanings in a turn the card game. Second, they had 55 minutes to scan, read for details, infer, deduce meaning from context, simplify, and insert information from two reading passages to answer 20 comprehension questions in the technological tools Quizizz and Formative. To conclude the class, students checked the feedback given at the end of each activity in Quizizz and Formative, and finished a brief speaking activity about the topic, insert text information. Students had a couple of assignments in Google Sites.

Session 10. The tenth 90-minute-intervention's objective was to summarize information in the reading passage 'Statue of Liberty'. First, students deduced the meaning of some useful words based on sentences and chose a synonym for each of them. Next, they skimmed the reading passage and discussed their ideas with a classmate. Later, students had 55 minutes to scan, read for details, infer, deduce meaning from context, simplify, insert text, and summarize information from three texts to answer 12 comprehension questions in the technological tools Google Forms and Socrative. Finally, students studied the feedback given at the end of each activity in Google Forms and Socrative, and developed a short writing activity about the topic, prose summary information. Learners had extra tasks to complete in Google Sites as well.

Session 11. During the last session of 60 minutes, the researcher gave the Post-Test to the students and instructed them to complete the TOEFL iBT reading passages in 35 minutes, it included the time to transfer the 20 responses of the 20 questions into the answer sheet. Once the time run out, the researcher collected both the test and answer sheet of each student, then shared a link with learners to complete a TAM Survey about their perception towards the use of online formative assessment technology. To conclude the class, the researcher thanked all participants for their participation.

Chapter III. Results and Discussion

The present chapter presents a detailed analysis and discussion of the results collected after the application of two surveys and a pre- and post-test in the study. The first tool used was the LKT (Learning and Knowledge Technology) Diagnostic Survey, which relates to the ongoing research project named "Aplicación de herramientas digitales para el aprendizaje y el conocimiento (TAC) en la evaluación de aprendizajes" SFFCHE10 approved by resolution No. UTA-CONIN-2023-0334-R. It included 15 questions on the personal use experience of technological tools in the classroom, which followed a five-level Likert scale.

Furthermore, the research also included the results of the pre- and post-test related to the TOEFL iBT reading section, which is divided into two reading passages with ten comprehension questions each. Both tests involved 21 learners from English VII at Pedagogía de los Idiomas Nacionales y Extranjeros and showed their reading level before and after the treatment. The experimentation incorporated two testing sessions and nine class interventions using Online Formative Assessment Technology. After that, the outcomes were examined by using the Statistical Package for the Social Sciences (SPSS) to find out the average and frequency of results.

At the end of the intervention, the perception of the participants upon the use of online formative assessment technology was analyzed after collecting the information gathered through a TAM (Technology Acceptance Model) Survey. This TAM Survey was validated by experts who are part of this ongoing research project, and encompassed 12 questions divided into four constructs (ease of use, perceived usefulness, intention of use, attitude of use) that followed a five-level Likert scale.

Lastly, the IBM Statistical Package for the Social Sciences (SPSS) was employed in order to accept or reject the alternative or null hypothesis, after analyzing the results.

3.1 Analysis and discussion of the results

LKT survey results

The following findings present the data collected through the Learning and Knowledge Technology (LKT) Survey. Its main purpose is to explore the students' use of technological tools in the learning process. That is why, the 15 questions included below encompass information about the use and awareness of different technological tools, as well as their frequency of use in the classroom.

Question 1

Which of these LKT (Learning and Knowledge Technologies) does your teacher use for the assessment process?

Table 2

LKT tools used in the assessment process

	Frequency	Percentage
Quizizz	17	81,0
Kahoot	14	66,7
Liveworksheets	12	57,1
Moodle	15	71,4
Socrative	8	38,1
Google Forms	18	85,7

Note. LKT diagnostic survey.

Analysis and interpretation

Table 2 depicts the multi-select multiple-choice question 1 of the LKT survey with the various LKT tools used by the teacher for the assessment process. 85,7 percent, which corresponds to 18 participants, answered Google Forms is used by the teacher in the assessment process. 81,0 percent, which represents 17 respondents, coincided with Quizizz. 71,4 percent, which equates to 15 pupils, chose Moodle as the answer. 66,7 percent, which is equivalent to 14 sample members, replied in favor of Kahoot. 57,1 percent, which accounts for 12 test takers, reported Liveworksheets is used; and 38,1 percent, which relates to 8 undergraduates, claimed Socrative is a tool used for assessment.

These results indicated that the vast majority of learners have mostly experienced Google Forms and Quizizz as part of the assessment process employed by the teacher. The clear preference of teachers for Google Forms and Quizizz might be for a variety of reasons such as its accessibility to any learner as they just need to access the platform, easiness that includes direct and simple activities and instructions, and visual background that makes students feel like they are playing a game while learning. The other tools used for assessment may serve as supplementary options that add variety. These results also highlight the adaptability of educators in adapting multiple platforms, not only a single one, to enhance the assessment process.

Question 2

Which of these LKT does your teacher use to reinforce learning inside or outside the classroom?

Table 3

LKT tools used to reinforce learning inside or outside the classroom

	Frequency	Percentage
Educaplay	11	52,4
Wordwall	9	42,9
Nearpod	9	42,9
Padlet	14	66,7
Miro	5	23,8
Cokitos	1	4,8
Árbol ABC	2	9,5
Schatch	2	9,5
Foros	9	42,9
Whatsapp	15	71,4
Blogs	8	38,1
Chat	8	38,1
Formative	8	38,1

Note. LKT diagnostic survey.

Analysis and interpretation

Table 3 presents the multi-select multiple-choice question 2 of the LKT survey with the different LKT tools used by the teacher to reinforce learning inside or outside the classroom. 71,4 percent, which relates to 15 respondents, indicated Whatsapp is utilized. 66,7 percent, which is equal to 14 participants, stated Padlet is used. 52,4 percent, which is equivalent to 11 test takers, answered Educaplay is employed. The options Wordwall, Nearpod, and Foros obtained 42,9 percent, which corresponds to 9 students each. The choices Blogs, Chat, and Formative got 38,1 percent, which represents 8 participants each. 23,8 percent, which accounts for 5 learners, replied Miro is employed. The options Árbol ABC and Schatch received 9,5 percent, which reflects 2 pupils each; and 4,8 percent, which relates to 1 undergraduate, chose Cokitos as the tool used to reinforce learning.

These findings specified that learners work mostly with Padlet and Educaplay when the teacher reinforces learning inside or outside the classroom. Teachers might add Padlet and Educaplay activities to their planning as these tools include gamification to the class. Features

that include tokens, points, and avatars create a more comfortable environment where students are willing to participate in any activity proposed. Additionally, it also encompasses multimedia like images, sounds, and figures to the tasks, which is appealing to the different learners and influence their attitude to a better one.

Question 3

What type of technological devices do you use to strengthen your self-learning?

Table 4

Technological devices used to strengthen self-learning

	Frequency	**Percentage**
Smartphone	18	85,7
Computer	4	19,1
Laptop	18	85,7
Tablet	2	9,5
Notebook	1	4,8

Note. LKT diagnostic survey.

Analysis and Interpretation

Table 4 displays the multi-select multiple-choice question 3 of the LKT survey which included the variety of devices used by students to strengthen self-learning. The options Smartphone and Laptop received 85,7 percent, which corresponds to 18 students each. 19,1 percent, which relates to 4 learners, answered Computer is also employed. 9,5 percent, which reflects 2 pupils, chose Tablet; and 4,8 percent, which accounts for 1 undergraduate, responded Notebook is the preferred device.

These results showed that learners use Smartphones and Laptops as their favorite devices to strengthen self-learning. Students prefer small portable devices that fulfill all their educational and personal needs. Therefore, they tend to seek for the latest low-cost, intelligent, and fancy technological tools that simplify tasks and procedures.

Question 4

Have you used or are you aware of the LKT (Quizizz, Kahoot, Liveworksheet, Moodle, Socrative, Google Forms) that your teacher uses for assessment purposes?

Table 5

Awareness of LKT tools used for assessment purposes

	Frequency	Percentage
Always	6	28,6
Almost Always	11	52,4
Sometimes	4	19,1
Almost Never	0	0,0
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the findings gathered in question 4 of the LKT diagnostic survey. 52,4 percent, which represents 11 students, selected "Almost Always" regarding the use or awareness of the LKT tools (Quizizz, Kahoot, Liveworksheets, Moodle, Socrative, Google Forms) used by the teacher for assessment purposes. 28,6 percent, which accounts for 6 learners, answered "Always". 19,1 percent, which corresponds to 4 pupils, responded "Sometimes"; and 0 undergraduates, which equates for 0,0 percent, chose "Almost Never" and "Never".

Therefore, the majority of students agreed they are aware of the LKT tools used by the teacher for assessment purposes as they present a new catching way to receive assessment in comparison to the traditional personal or paper-based ways.

Question 5

Does the use of LKT (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, and others) allow you to learn at your own pace?

Table 6

LKT tools allowing self-paced learning

	Frequency	Percentage
Always	7	33,3
Almost Always	10	47,6
Sometimes	4	19,0
Almost Never	0	0,0
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the results obtained in question 5 of the LKT survey. 47,6 percent, which reflects 10 students, selected that "Almost Always" LKT tools (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, and others) allow learning at their own pace. 33,3 percent, which is equivalent to 7 respondents, answered "Always". 19,0 percent, which corresponds to 4 pupils, responded "Sometimes"; and 0 undergraduates, which accounts for 0,0 percent, chose "Almost Never" and "Never".

Consequently, a large number of participants coincided with LKT tools allowing self-paced learning as they are available any time, give opportunity to practice the activities a several number of times, and allow users save progress.

Question 6

How often does your teacher use LKT (Quizziz, Kahoot, Liveworksheet, Moodle, Socrative, Google Forms) in the assessment process?

Table 7

Frequency of use of LKT tools in the assessment process

	Frequency	**Percentage**
Always	3	14,3
Almost Always	9	42,9
Sometimes	8	38,1
Almost Never	1	4,8
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the data gathered in question 6 of the diagnostic survey. 42,9 percent, which relates to 9 study participants, claimed that "Almost Always" the teacher uses LKT tools (Quizziz, Kahoot, Liveworksheet, Moodle, Socrative, Google Forms) in the assessment process. 38,1 percent, which is equivalent to 8 sample members, answered "Sometimes". 14,3 percent, which corresponds to 3 pupils, responded "Always". 4,8 percent, which reflects 1 learner, chose "Almost Never"; and 0 undergraduates, which represents a percentage of 0,0, selected "Never". Accordingly, a substantial number of students agreed that the teacher regularly uses LKT tools in the assessment process.

Question 7

Does your teacher conduct class workshops applying LKT tools (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Abc Tree, Schatch, forums, WhatsApp, blogs, chat, formative, and others)?

Table 8

LKT tools applied in class workshops

	Frequency	Percentage
Always	3	14,3
Almost Always	8	38,1
Sometimes	9	42,9
Almost Never	1	4,8
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the information obtained in question 7 of the LKT survey. 42,9 percent, which corresponds to 9 students, replied that "Sometimes" the teacher conducts class workshops applying LKT tools (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, and others). 38,1 percent, which reflects 8 learners, answered "Almost Always". 14,3 percent, which relates to 3 pupils, responded "Always". 4,8 percent, which accounts for 1 learner, chose "Almost Never"; and 0 undergraduates, which is equivalent to 0,0 percent, selected "Never". As a result, a large number of students aligned with the teacher conducting class workshops applying LKT tools on a regular basis.

Question 8

Does your teacher consider the results of the LKT practices (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Abc Tree, Schatch, forums, WhatsApp, blogs, chat, formative, and others) as part of the course grades?

Table 9

Integration of LKT practice results into course grades

	Frequency	Percentage
Always	2	9,5
Almost Always	8	38,1
Sometimes	9	42,9
Almost Never	2	9,5
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the data gathered in question 8 of the LKT survey. 42,9 percent, which matches 9 students, reported that "Sometimes" the teacher considers the results of LKT practices (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, and others) as part of the course grades. 38,1 percent, which is equivalent to 8 learners, answered "Almost Always". The scales "Always" and "Almost Never" obtained 9,5 percent, which reflects 2 pupils each; and 0 undergraduates, which equates to 0,0 percent, selected "Never". Hence, a significant portion of participants were in agreement with the teacher considering the results from LKT practices as part of course grades.

Question 9

How often does your teacher use LKT (Educaplay. WordWall, Nearpod, Padlet, Cokitos, Árbol Abc, Schatch, Miro, forums, whatsapp, blogs, chat, formative) to reinforce your learning?

Table 10

Frequency of use of LKT tools to reinforce learning

	Frequency	Percentage
Always	1	4,8
Almost Always	11	52,3
Sometimes	9	42,9
Almost Never	0	0,0
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the findings obtained in question 9 of the LKT survey. 52,3 percent, which represents 11 students, indicated that "Almost Always" the teacher uses LKT tools (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, and others) to reinforce learning. 42,9 percent, which accounts for 9 learners, answered "Sometimes". 4,8 percent, which relates to 1 pupil, responded "Always"; and 0 undergraduates, which matches 0,0 percent, replied "Almost Never" and "Never". As a result, a large share of respondents coincided with the teacher using LKT tools to reinforce learning.

Question 10

Does the use of LKT help you improve learning?

Table 11

LKT tools used to improve learning

	Frequency	**Percentage**
Always	6	28,6
Almost Always	9	42,9
Sometimes	6	28,6
Almost Never	0	0,0
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the results gathered in question 10 of the LKT survey. 42,9 percent, which reflects 9 students, indicated that "Almost Always" the use of LKT helps them reinforce learning. The scales "Always" and "Sometimes" obtained 28,6 percent, which matches 6 learners each; and 0 pupils, which is equivalent to 0,0 percent, responded "Almost Never" and "Never". Thus, the vast majority of sample members agreed the use of LKT tools helps to improve learning.

Question 11

Does LKT allow active interaction (student-student, student-teacher, and teacher-student) in the teaching-learning process?

Table 12

LKT tools allowing active interaction in the teaching-learning process

	Frequency	Percentage
Always	7	33,3
Almost Always	12	57,1
Sometimes	2	9,5
Almost Never	0	0,0
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the information obtained in question 11 of the LKT survey. 57,1 percent, which reflects 12 students, replied that "Almost Always" LKT tools allow an active interaction (student-student, student-teacher, and teacher-student) in the teaching-learning process. 33,3 percent, which equates to 7 learners, answered "Always". 9,5 percent, which corresponds to 2 pupils, responded "Sometimes"; and 0 undergraduates, which accounts for 0,0 percent, chose "Almost Never" and "Never". For this reason, the majority of students aligned with LKT tools allowing an active interaction in the teaching-learning process.

Question 12

Do LKT meet your individual learning needs?

Table 13

LKT tools meeting individual learning needs

	Frequency	Percentage
Always	4	19,0
Almost Always	12	57,1
Sometimes	5	23,8
Almost Never	0	0,0
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the data gathered in question 12 of the LKT survey. 57,1 percent, which matches 12 students, indicated that "Almost Always" LKT tools satisfy individual learning

needs. 23,8 percent, which relates to 5 learners, reported “Sometimes”. 19,0 percent, which represents 4 pupils, answered “Always”; and 0 undergraduates, which is equivalent to 0,0 percent, chose “Almost Never” and “Never”. Consequently, the vast majority of participants were in agreement with LKT tools satisfying individual learning needs.

Question 13

Do LKT help you self-assess your learning?

Table 14

LKT tools self-assessing learning

	Frequency	**Percentage**
Always	8	38,1
Almost Always	11	52.4
Sometimes	2	9,5
Almost Never	0	0,0
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and Interpretation

According to the findings obtained in question 13 of the LKT survey. 52,4 percent, which represents 11 students, reported that “Almost Always” LKT tools help them self-assess learning. 38,1 percent, which corresponds to 8 learners, answered “Always”. 9,5 percent, which relates to 2 pupils, replied “Sometimes”; and 0 undergraduates, which represents a percentage of 0,0, chose “Almost Never” and “Never”. Therefore, a large number of sample members agreed that LKT tools help to self-assess learning.

Question 14

Does the use of LKT encourage improvement in assessment processes?

Table 15

LKT tools encouraging improvement in assessment processes

	Frequency	**Percentage**
Always	3	14,3
Almost Always	13	61,9
Sometimes	5	23,8

Almost Never	0	0,0
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and interpretation

According to the results gathered in question 14 of the LKT survey. 61,9 percent, which reflects 13 students, selected that "Almost Always" the use of LKT tools encourages improvement in assessment processes. 23,8 percent, which accounts for 5 learners, answered "Sometimes". 14,3 percent, which corresponds to 3 pupils, responded "Always"; and 0 undergraduates, which is equivalent to 0,0 percent chose "Almost Never" and "Never". Hence, a substantial number of respondents coincided with the use of LKT tools encouraging improvement in assessment processes.

Question 15

Does the use of LKT stimulate students' motivation, self-reflection, and participation?

Table 16

LKT tools stimulating motivation, self-Reflection, and participation

	Frequency	**Percentage**
Always	9	42,9
Almost Always	10	47,6
Sometimes	2	9,5
Almost Never	0	0,0
Never	0	0,0
Total	**21**	**100**

Note. LKT diagnostic survey.

Analysis and Interpretation

According to the data obtained in question 15 of the LKT survey. 47,9 percent, which relates to 10 students, indicated that "Almost Always" the use of LKT tools stimulates student's motivation, self-reflection, and participation. 42,9 percent, which corresponds to 9 learners, answered "Always". 9,5 percent, which reflects 2 pupils, responded "Sometimes"; and 0 undergraduates, which equates to 0,0 percent, chose "Almost Never" and "Never". As a result, most of respondents aligned with the use of LKT tools stimulating student's motivation, self-reflection, and participation.

Pre- and post-test results

The following results show the analysis of the results found after taking the Pre- and Post-Test of the reading section of the Test of English as a Foreign Language (TOEFL iBT). The test assessed the ability of learners to read and understand written materials used in academic settings. The evaluation process included a variety of reading subskills displayed as multiple-choice questions where each item had its numerical value.

Table 17

Pre- and post-test scores over 10

Researched Group	TOEFL iBT Pre-Test	TOEFL iBT Post-Test
Learner 1	3,3	4
Learner 2	3,3	6,6
Learner 3	1,6	4,5
Learner 4	5,4	6,2
Learner 5	2,9	4
Learner 6	7,9	8,7
Learner 7	2,9	3,7
Learner 8	4,5	5,4
Learner 9	6,2	7,5
Learner 10	5,8	6,2
Learner 11	4,5	5,4
Learner 12	5,4	5,4
Learner 13	3,7	4,5
Learner 14	2	2,5
Learner 15	3,7	5
Learner 16	2	3,3
Learner 17	2,5	2,5
Learner 18	4	5
Learner 19	3,7	9
Learner 20	3,3	4,5
Learner 21	7,5	8,3

Note. Pre- and post-test scores of all learners over 10.

Analysis and Interpretation

Table 17 shows both scores obtained in the Pre- and Post-Test of the TOEFL reading section of the 21 learners who took part in the research process. Both tests were scored over ten points. While in the Pre-Test the maximum was 7,9 and the minimum 1,6; in the Post-Test the maximum was 9 and the minimum 2,5. It demonstrates that there was a subtle development as students scored better in the Post-Test. Thus, presenting a clear improvement of the Reading Skills of learners after receiving the treatment with Online Formative Assessment Technology where reading strategies that encompass subskills like skimming, scanning, reading for details,

and others; practice in a variety of tools such as Google Forms, Quizizz, Formative, and Socrative; and continuous, instant feedback were given and shared with students.

Table 18

Pre- and post-test average

	Pre-Test	**Post-Test**	**Difference**
Average	4,10	5,34	1,24

Note. Difference between pre- and post-test averages.

Analysis and Interpretation

Table 18 indicates the average score of the results in both the Pre- and Post-Test. The average score for the Pre-Test is 4,10 out of 10, which points out that most students got a score that goes between 3 and 5. In contrast, the average score for the Post-Test is 5,34 out of 10, which specifies that there is a difference of 1,24 points regarding the Pre-Test. Hence, it is clear that there was an improvement in the knowledge of students as scores now go from 4 to 6. Showing how online formative assessment technology enhanced reading skills.

Table 19

Pre- and post-test frequency

Pre-Test Results		**Post-Test Results**	
Score	**Frequency**	**Score**	**Frequency**
1,6	1	2,5	2
2,0	2	3,3	1
2,5	1	3,7	1
2,9	2	4,0	2
3,3	3	4,5	3
3,7	3	5,0	2
4,0	1	5,4	3
4,5	2	6,2	2
5,4	2	6,6	1
5,8	1	7,5	1
6,2	1	8,3	1
7,5	1	8,7	1
7,9	1	9,0	1
Total	**21**	**Total**	**21**

Note. Overall scores and frequencies of the participants' results.

Analysis and Interpretation

Table 19 displays the frequency of scores collected from the learners before and after the treatment. The range of the scores goes from 1,6 to 7,9 points in the Pre-Test, whereas it goes from 2,5 to 9 points in the Post-Test. Firstly, the Pre-Test shows that: 1 student scored the lowest by getting 1,6; 2 learners obtained 2; 1 pupil got 2,5; 2 undergraduates got 2,9; 3 students obtained 3,3; 3 learners scored 3,7; 1 pupil got 4; 2 undergraduates obtained 4,5; 2 students scored 5,4; 1 learner got 5,8; 1 pupil obtained 6,2; 1 undergraduate scored 7,5; and 1 student obtained 7,9, which was the highest score. It indicates that the majority of learners did not succeed in this test as the minimum grade accepted by the Ecuadorian educational system is 7 points out of 10, and just a couple of them surpassed the minimum required.

Secondly, the Post-Test reveals that: 2 students scored the lowest by getting 2,5; 1 learner obtained 3,3; 1 pupil got 3,7; 2 undergraduates got 4; 3 students obtained 4,5; 2 learners scored 5; 3 pupils got 5,4; 2 undergraduates obtained 6,2; 1 student scored 6,6; 1 learner got 7,5; 1 pupil obtained 8,3; 1 undergraduate scored 8,7; and 1 student obtained 9, which was the highest score. Even though the greatest number of undergraduates did not completely succeed in this second test by getting more than 7 points, it demonstrates that there was an improvement in the scores of learners in comparison to the Pre-Test.

TAM survey results

The following outcomes denote the information collected by the Technology Acceptance Model (TAM) Survey, whose main purpose is to explain the acceptance or rejection of users towards a specific matter (Davis, 1989). This TAM Survey helped to identify the perspectives of learners upon the use of online formative assessment technology and is divided into four constructs: ease of use, perceived usefulness, intention of use, and attitude of use.

Table 20

TAM survey - ease of use

	Totally Satisfactory	**Satisfactory**	**Somewhat Satisfactory**	**Unsatisfactory**	**Totally Unsatisfactory**
Question 2	8	12	0	0	1
Question 3	10	11	0	0	0
Question 4	8	13	0	0	0
Question 5	9	11	1	0	0

Note. Results per question of the ease of use construct of the TAM survey.

Analysis and Interpretation

Based on the findings obtained from the students in the ease of use construct of the TAM Survey: question 2 refers to how satisfied the student is with the use of Online Formative Assessment Technology OFAT (Socrative, Quizizz, Formative, and Google Forms) to develop reading skills, question 3 states how the use of OFAT within the classroom was, question 4 mentions how useful OFAT was, and question 5 specifies how the student rates the ease of the presented OFAT. Almost all students answered "Totally Satisfactory" and "Satisfactory". 1 learner responded "Totally Unsatisfactory" and "Somewhat Satisfactory", and 0 pupils answered "Unsatisfactory". It means that most undergraduates are satisfied with and find these TAC easy to use.

Table 21

TAM survey - perceived usefulness

	Totally Satisfactory	**Satisfactory**	**Somewhat Satisfactory**	**Unsatisfactory**	**Totally Unsatisfactory**
Question 6	11	8	2	0	0
Question 7	9	11	1	0	0
Question 8	8	13	0	0	0

Note. Results per question of the perceived usefulness construct of the TAM survey.

Analysis and Interpretation

According to the results gathered in the perceived usefulness construct of the TAM Survey: question 6 specifies the usefulness of the contents, question 7 states if the use of OFAT (Socrative, Quizizz, Formative, and Google Forms) helped to enhance reading comprehension, and question 8 refers to the level of knowledge after using OFAT. The majority of learners responded "Totally Satisfactory" and "Satisfactory". 3 students answered "Somewhat Satisfactory", and 0 pupils chose "Unsatisfactory" and "Totally Unsatisfactory". Therefore, the responses prove that participants find OFAT and its contents useful to improve reading comprehension and foster the level of knowledge.

Table 22

TAM Survey - Intention of Use

	Totally Satisfactory	Satisfactory	Somewhat Satisfactory	Unsatisfactory	Totally Unsatisfactory
Question 9	7	11	3	0	0
Question 10	8	13	0	0	0
Question 11	12	8	1	0	0

Note. Results per question of the intention of use construct of the TAM survey.

Analysis and Interpretation

Based on the findings obtained from the students in the intention of use construct of the TAM Survey: question 9 refers to the level of motivation while using OFAT, question 10 mentions the intention of use of OFAT within the classroom if possible, and question 11 specifies the willingness to use OFAT to learn other subjects. Most of the students answered "Totally Satisfactory" and "Satisfactory". 4 learners responded "Somewhat Satisfactory", and 0 pupils chose "Unsatisfactory" and "Totally Unsatisfactory". Which means that almost all undergraduates are motivated and have the intention to use these TAC again, even in other subjects.

Table 23

TAM Survey - Attitude of Use

	Totally Satisfactory	Satisfactory	Somewhat Satisfactory	Unsatisfactory	Totally Unsatisfactory
Question 12	9	11	1	0	0
Question 13	9	10	2	0	0

Note. Results per question of the attitude of use construct of the TAM survey.

Analysis and Interpretation

According to the results gathered in the attitude of use construct of the TAM Survey: question 12 specifies the attitude of the learner upon the visual aspect of OFAT, and question 13 refers to how the student find the format of colors, shapes, and forms. The biggest number of pupils responded "Totally Satisfactory" and "Satisfactory". 3 undergraduates answered "Somewhat Satisfactory", and 0 learners chose "Unsatisfactory" and "Totally Unsatisfactory". Consequently, the responses evince that the attitude of students towards the visual aspect, colors, shapes, and forms of OFAT is positive as most of them are satisfied with them.

3.2 Verification of hypotheses

The IBM Statistical Package for the Social Sciences (SPSS) was employed to find a series of parametric tests such as t-test, Wilcoxon, and Normality Test in order to accept or reject the alternative or null hypothesis, after analyzing the results.

Table 24

T-test paired sample statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test Results	21	4,100	1,7309	,3777
Post-Test Results	21	5,343	1,8723	,4086

Note. T-test paired sample test with number of learners, mean, and standard deviation.

Analysis and Interpretation

Table 24 illustrates a clear comparison between both means from the Pre- and Post-Test, as well as the Standard Deviation. Initially, the mean score obtained in the Pre-Test was 4,100 with a standard deviation of 1,7309; whereas in the Post-Test, a clear improvement in the performance of learners was evident, showing a bigger mean score of 5,343 with a standard deviation of 1,8723. Additionally, the difference between both means is 1,243. This noteworthy development highlights the effectiveness of the series of interventions applied to the population of the research.

Table 25

Paired sample t-test

	Paired Differences					Significance	
	Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference		One – Sided p	Two – Sided p
				Lower	Upper		
Pre-Test Results – Post-Test Results	-1,2429	1,2123	,2645	-1,7947	-,6910	<,001	<,001

Note. Paired sample t-test for hypothesis verification with paired differences and significance.

Analysis and Interpretation

Table 25 reports the paired sample t-test results about the differences between the Pre- and Post-Test. The mean difference is -1,2429, presenting a significant relationship between the Pre- to the Post-Test. This difference is statistically important p<,001, because it shows a

considerable development in the performance of learners after the treatment. The 95% confidence interval of the difference goes from the lower -1,7947 to the upper -,6910, thus, supporting the distribution of scores within this range.

Table 26

Test of Normality

	Shapiro-Wilk		
	Statistic	**df**	**Sig.**
Difference	,716	21	<,001

Note. Difference between the Pre- and Post-Test.

Analysis and Interpretation

Table 26 summarizes the normality test results of the difference between the Pre- and Post-Test by following Shapiro-Wilk analysis as the sample population had 21 participants, and Shapiro-Wilk test works with less than 50 participants. Findings showed that the significance between the two tests is <,001, which points out that this value is under the normal consideration level of 0,05, suggesting there is a normal distribution of samples and rejecting the null hypothesis.

Table 27

Hypothesis Test Summary

Null Hypothesis	**Test**	**Sig.[a,b]**	**Decision**
The median of differences between PRE-TEST RESULTS and POST-TEST RESULTS equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

a. The significance level is ,050.
b. Asymptotic significance is displayed.

Note. Acceptance or rejection of the null hypothesis according to the SPSS program.

Analysis and Interpretation

Table 27 displays the outcome of the hypothesis test concerning the effect of online formative assessment technology on reading Skills among students of seventh semester at Universidad Técnica de Ambato. It shows that the median of differences between Pre-Test and Post-Test Results equals 0; having a significance value of <,001, below the predefined level of ,050 according to the Related-Samples Wilcoxon Signed Rank Test. Therefore, the null hypothesis is rejected. Shedding light on to the alternative hypothesis which is accepted,

evidencing that online formative assessment technology presents positive effects on the reading skills of the participants.

Discussion

The study sought to examine the effectiveness of online formative assessment technology in the development of reading skills from seventh semester students. The results gathered were positive, demonstrating clear improvements in the reading skills of the participants. Below, there is a detailed discussion of the research findings.

Firstly, the information collected from the "Aplicación de herramientas digitales para el aprendizaje y el conocimiento (TAC) en la evaluación de aprendizajes" (LKT) Survey exhibited that most of the participants who took part in the research have experienced and explored LKT tools in their learning and assessment process, not only to get a grade to pass the level but to: learn at their own pace; carry out self-assessment, -evaluation, and -reflection; meet individual needs; reinforce learning; interact with the teacher and classmates throughout the teaching-learning process by using different devices; and practice with them in various workshops. Hence, LKT are all those digital platforms, virtual resources, and high-tech devices used in the teaching and learning process of any educational matter with the solely purpose of innovating and enhancing learning (Morla, 2022). In accordance with Vargas et al. (2022), learning and knowledge technologies could guide the process of evaluation and assessment as such tools offer tracking of the progress students make, giving numerical data to analyze and certifying the progress of students. When using these diverse resources, the teaching and learning process becomes more effective and students feel they are in control of their learning. The tools used in the research (Quizizz, Socrative, Formative, and Google Forms) successfully met these requirements by making assessment easier, giving learners a bigger sense of control over their learning. In addition, Rojas-Carrasco et al. (2023) suggested that teachers need to be up to date with the knowledge on how to use, design, and assign tasks in the variety of LKT because they need to satisfied the needs of the learners by personalizing and promoting collaboration, self-evaluation, and motivation.

Secondly, the evaluation of the Pre-Test revealed that the majority of students had a low proficiency reading level of the English language as they obtained less than the minimum required to succeed in accordance with the Ecuadorian education system. Nevertheless, the subsequent implementation of online formative assessment technology activities notably boosted the outcomes of students, since the examination of the Post-Test enlightened its

effectiveness in the development of reading skills such as predicting, inferring, skimming, scanning, reading for details, and deducing meaning from context. These outcomes agreed with those of Kristiani et al. (2022). They stated that new educational technologies benefit assessment and endorse students improve their reading skills when asked to identify the main idea, specific information, parts of speech, or vocabulary in texts. Likewise, all the forementioned subskills underwent a slight positive change as Quizizz, Socrative, Google Forms, and Formative provided real-time feedback for each question, which helped learners understand their mistakes to eagerly complete more reading tasks. This result matched that of Mohammed (2020), who showed that online formative assessment significantly improved reading comprehension in students and increased their engagement levels after receiving instant feedback in the technological tool employed, this encouraged active participation. Putri et al. (2023) also highlighted the improvement of reading skills after using an online formative assessment tool that brought innovation and effectiveness not only to learners but educators as well. The different LKT tools used easily meet this criterion of being innovative and effective for teachers, since they could track progress over time and adapt testing to meet the reading level of students. Finally, the implementation of online formative assessment technology makes emphasis on revolutionizing the learning process by providing students more personalized formative assessment while using different digital resources, platforms, and devices (González-Gómez et al., 2020).

Last but not least, the Technology Acceptance Model (TAM) Survey gathered data that helped to analyze the perception and acceptance of online formative assessment technology made by the learners. The purpose of the TAM Survey is to display if the performance of an individual has been improved by the incorporation of technology to the learning process, if the attitude upon the elements used is positive, and if the participant is willing to use it again (Davis, 1989). The findings of the study exhibited a positive attitude towards the use of technological tools in the classroom, because they are seen as visually attractive, useful, and easy to use. Additionally, the results align with those found by Zuhriyah and Pratolo (2020), here the perception of students was encouraging, because they found technological tools innovative and effective in their foreign language class. Lastly, other outcomes discovered by Putri (2023) claimed that undergraduates found LKT motivating and made them willing to use it again in future lessons, specifically reading lessons. It demonstrates that the perception and acceptance of students of OFAT in the development of reading skills is positive.

Chapter IV. Conclusions and Recommendations

4.1 Conclusions

The main objective of this research was to investigate the effectiveness of online formative assessment technology in the development of reading skills. Based on the results obtained from this investigation, the following conclusions were derived:

In light of the outcomes, it was concluded that students were aware and have used a variety of LKT tools employed by teachers in the learning process for both grading and assessment purposes. Notwithstanding that there was a tiny minority of undergraduates who have only used a few technological tools when being evaluated, the majority of learners stated their awareness on the topic as they have used a wide array of digital tools in their learning process. This experience of using technology came in many different ways such as: receiving grades as part of their assessment process either in tests or class workshops, practicing with these gamified tools at home to reinforce learning at their own pace, and using them to self-assess and self-reflect on their current knowledge as various opportunities to complete the tasks are available. Thus, demonstrating that LKT tools have taken a major role in modern education.

Another noteworthy conclusion is that the proficiency reading level of students presented a positive development after evaluating the pre- and post-test results. The examination of the pre-test reported the low reading level of students. Evincing how they lacked the ability to predict and infer information beforehand, skim and scan long texts to choose the appropriate piece of information required, read for details, and deduce meaning from context in a limited period of time. Nevertheless, the implementation of online formative assessment technology activities using tools such as Quizizz, Socrative, Formative, and Google Forms showed to be effective in the development of reading skills by revealing a substantial improvement in the proficiency reading level of learners after the analysis of the post-test. The effectiveness of these assessment tools lied in their ability to deliver instant constructive feedback, which not only fostered a deeper understanding of reading materials but encouraged a positive attitude for tackling reading tasks. Thanks to the implementation of these technological activities, undergraduates were able to complete reading tasks in a shorter period of time by making less mistakes as they had to make predictions based on pictures or written prompts, infer the attitude or reasoning of the author, deduce the meaning of specific academic vocabulary derived from the information before and after the term, and skim and scan long academic passages to answer multiple-choice questions. Thus, the embedded activities serve

as significant assessment tools in the educational repertoire, fostering the development of reading skills while integrating innovative technologies to the classroom.

Equally important, the perception of learners towards online formative assessment technology in the reading process was favorable. Students found Quizizz, Socrative, Google Forms, and Formative to be eye-catching, easy-to-use, and above all, useful for having a productive development of reading skills. Therefore, they expressed their willingness to use these tools in their future learning process and their support upon the continuous use of technological tools in the classroom.

4.2 Recommendations

Building on the findings of the prior research focused on determining the effectiveness of online formative assessment technology in the development of reading skills, the following recommendations are suggested:

Firstly, it is recommended that teachers diagnose their learners at the beginning of an academic period to identify weaknesses that may be addressed by systematically including more LKT tools to the educational planning. It can be achieved by tailoring activities that successfully meet individual and group learning needs. Moreover, adding a variety of technological tools into the evaluation and assessment process, as well as in class workshops and as part of the assignments, contributes to a better understanding of contents and empowers students to reinforce their learning by having immediate feedback and real-time progress that help them realize their mistakes. Consequently, learners might be able to perform better because they will gain training on how to solve tasks, as well as some experience on the use of technological tools for future encounters with online formative assessment technology.

Likewise, emphasis should be placed on the implementation of online formative assessment technology activities that encompass tools such as Quizizz, Socrative, Google Forms, and Formative into the lesson plans with the purpose of developing reading skills. These tools do not only help to ease the load of work that teachers generally have when assessing students, but give learners the opportunity to be in control, self-assess, and reflect on their progress after encountering instant, effective, and personalized feedback as presented in this study. In addition, this integration of online formative assessment technology in the classroom helps undergraduates improve their ability to read for details, skim and scan long academic texts, infer the attitude of authors, predict information from pictures or prompts, and deduce

meaning from context by interacting with innovative and personalized technologies that create a more engaging learning environment where students are willing to take place without restraints.

To complement the aforementioned suggestions, it is proposed that the employment of online formative assessment technology, with tools like Quizizz, Socrative, Google Forms, and Formative, be an ongoing process in the teaching-learning process as students find these tools useful, attractive, and effective in the development of reading skills. Additionally, it is vital for teachers to update their technological competencies to modify, design, and assign a variety of activities that include assessment technologies to develop the proficiency language level of learners. Finally, a process of continuous evaluations to determine the satisfaction of using LKT tools in the classroom is recommended.

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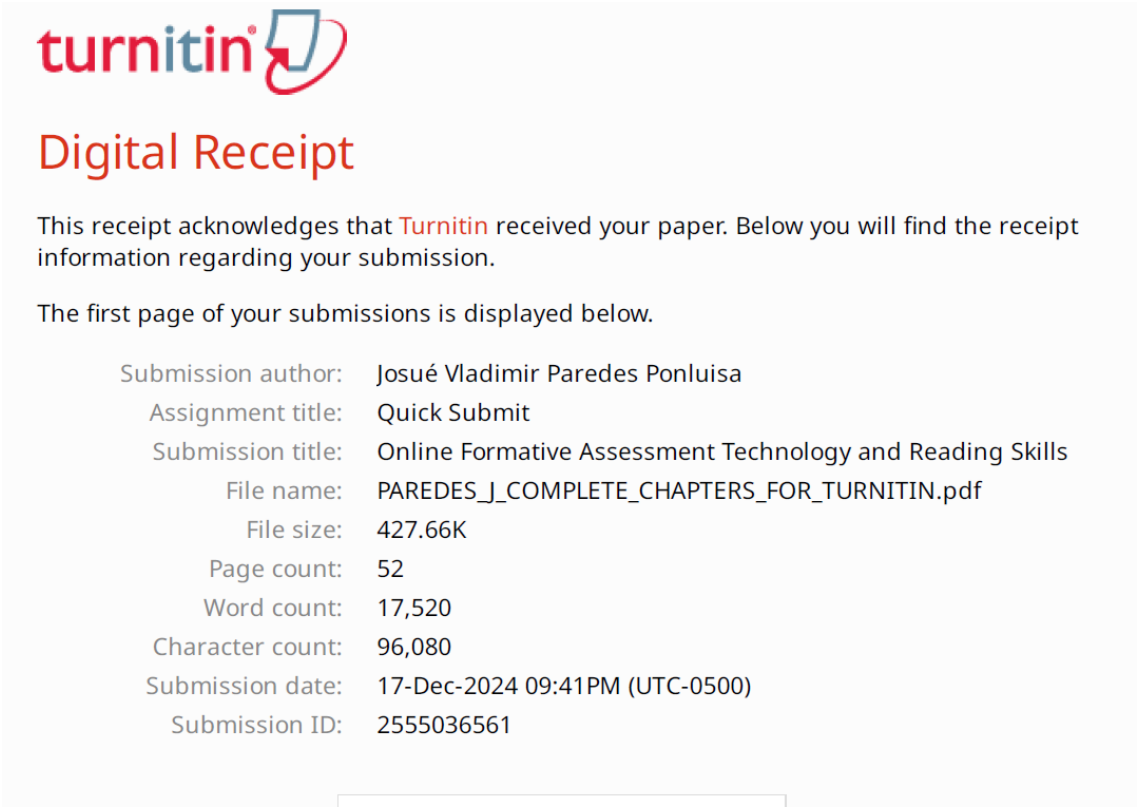
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Annexes

Annex 1: Turnitin Report



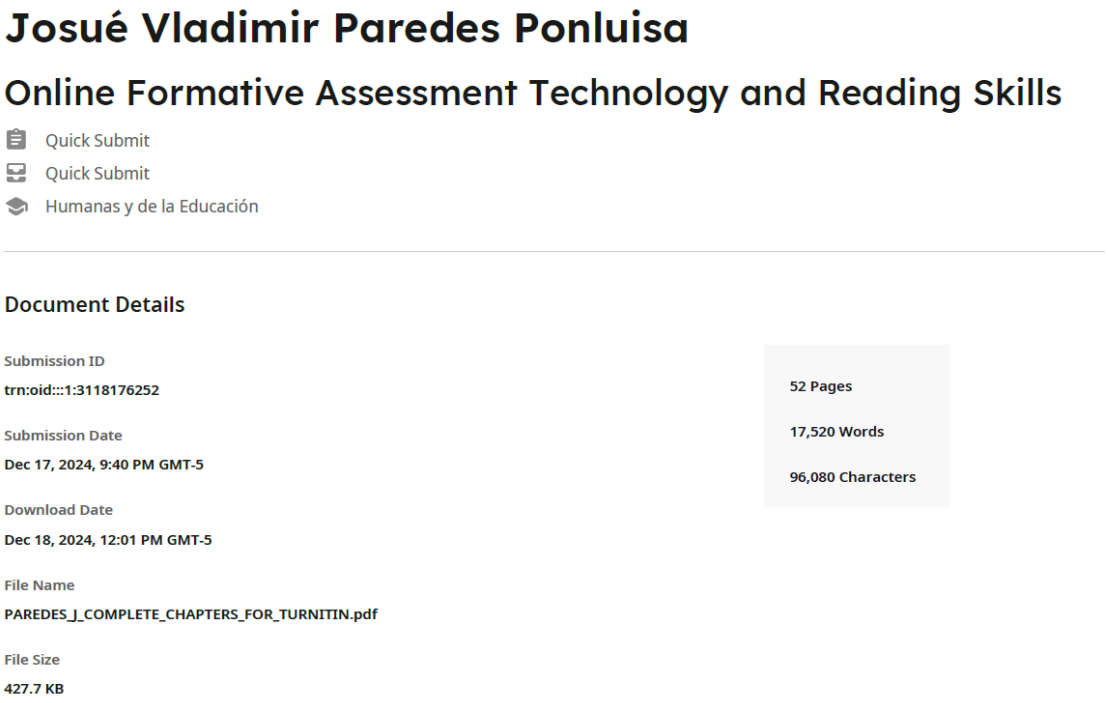
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- 45 Excluded Matches

Annex 2: Pre- and Post-Test

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS

PROYECTO DE TITULACIÓN

ONLINE FORMATIVE ASSESSMENT TECHNOLOGY AND READING SKILLS

SEPTIEMBRE 2024 – FEBRERO 2025

TEST

Name: _____ **Date:** _____

Difficulty: B2 Level **Time:** 35 minutes

Class: 7th Semester A

TOEFL iBT – READING

INSTRUCTIONS TO CANDIDATES

- Write your name on both the test sheet and the answer sheet.
- Use blue pen for all your answers.

INFORMATION FOR CANDIDATES

- In this section, you will be able to demonstrate your ability to understand academic passages in English.
- You will read and answer 20 questions about two passages.
- You will have 35 minutes total to read both passages, respond to the comprehension questions, and transfer your answers into the answer sheet.
- A clock will indicate how much time is remaining.

Reading passage 1

Examining the Problem of Bycatch

1. A topic of increasing relevance to the conservation of marine life is bycatch—fish and other animals that are unintentionally caught in the process of fishing for a targeted population of fish. Bycatch is a common occurrence in longline fishing, which utilizes a long heavy fishingline with baited hooks placed at intervals, and in trawling, which utilizes a fishing net (trawl)that is dragged along the ocean floor or through the mid-ocean waters. Few fisheries employ gear that can catch one species to the exclusion of all others. Dolphins, whales, and turtles are frequently captured in nets set for tunas and billfishes, and seabirds and turtles are caughtin longline sets. Because bycatch often goes unreported, it is difficult to accurately estimate its extent. Available data indicate that discarded biomass (organic matter from living things) amounts to 25–30 percent of official catch, or about 30 million metric tons.

2. The bycatch problem is particularly ***acute*** when trawl nets with small mesh sizes (smaller- than-average holes in the net material) are dragged along the bottom of the ocean in pursuit of groundfish or shrimp. Because of the small mesh size of the shrimp trawl nets, most of thefishes captured are either juveniles (young), smaller than legal size limits, or undesirable small species. Even larger mesh sizes do not prevent bycatch because once the net begins to fill with fish or shrimp, small individuals caught subsequently are trapped without ever encountering the mesh. In any case, these incidental captures are unmarketable and are usually shoveled back over the side of the vessel dead or dying.

3. The bycatch problem is complicated economically and ecologically. Bycatch is a liability toshrimp fishers, clogging the nets and increasing fuel costs because of increased drag (resistance) on the vessel. Sorting the catch requires time, leading to spoilage of harvested shrimp and reduced time for fishing. Ecologically, high mortality rates among juvenile fishescould contribute to population declines of recreational and commercial species. Evidence to this effect exists for Gulf of Mexico red snapper and Atlantic Coast weakfish. Because the near-shore areas where shrimp concentrate are also important nursery grounds for many fish species, shrimp trawling could have a profound impact on stock size.

4. Once the dead or dying bycatch is returned to the ecosystem, it is consumed by predators, detritivores (organisms that eat dead plant and animal matter), and decomposers (organismsthat break down dead or decaying organic matter), which could have a positive effect on sport fish, seabird, crab, and even shrimp populations. Available evidence indicates that 40–60 percent of the 30 metric tons of catch discarded annually by commercial fishing vessels, and even more of the noncatch waste (organisms killed but never brought to the surface), does not lie unused on the bottom of the sea. It becomes available to midwater and ocean-bottom scavengers, transferring material into their food web and making energy available toforagers (organisms that search for food) that is normally tied up in ocean-bottom, deep- ocean, midwater, and open-ocean species.

5. ***Overfishing and overdiscarding may thus contribute to a syndrome known as "fishing down of food webs," whereby we eliminate apex (top) predators and***

large species while transforming the ocean into a simplified system increasingly dominated by microbes, jellyfish, ocean-bottom invertebrates, plankton, and planktivores. The strongest evidence forthe fishing down phenomenon exists in global catch statistics that show alarming shifts in species composition from high-value, near-bottom species to lower-value, open-ocean species. In the last three decades of the twentieth century, the global fishing fleet doubled in size and technology advanced immeasurably. Despite increased effort and technology, total catch stabilized, but landing rates (rates at which species are caught) of the most valuable species fell by 25 percent.

6. Conservation organizations have condemned the obvious and extreme waste associated withbycatch. Public concern over high mortality rates of endangered marine turtles captured in shrimp trawls led to the development of turtle exclusion devices (TEDs) in the 1980s. TEDswere incorporated into the shrimp net design with the purpose of directing turtles out of netswithout unacceptably reducing shrimp catches. Marine engineers and fishers also developedshrimp net designs that incorporate bycatch reduction devices (BRDs), taking advantage of behavioral differences between shrimp and fish, or between different fishes, in order to separate fishes.

Source: Educational Testing Service, (2023).

Directions: Now answer the questions.

1. Why does the author provide the information that "Available data indicate that discarded biomass (organic matter from living things) amounts to 25–30 percent of official catch, or about30 million metric tons"?

A. To disprove the claim that it is difficult to accurately estimate the extent of the bycatch problem
B. To illustrate the extreme effectiveness of the longline and trawling methods
C. To suggest that uncertainty about the true extent of bycatch does not leave in doubtthat it is a problem
D. To indicate that data about bycatch are available only from fisheries having the rightkind of gear

2. According to paragraph 1, which of the following is true about the impact of various methods offishing on the problem of bycatch?

A. Almost all commercial fishing methods capture fish and animals that the fishers donot want.
B. Switching from trawling to longline fishing would save seabirds and turtles frombeing unintentionally caught.
C. Longline fishing is particularly dangerous for dolphins and whales.
D. Trawling on the ocean floor produces less bycatch than does trawling through mid-ocean waters.

3. The word "*acute*" in the passage is closest in meaning to

A. common
B. severe

C. complicated
D. noticeable

4. According to paragraph 2, why have larger mesh sizes not provided a practical solution tobycatch in shrimp fishing?

A. Larger openings increase the risk that nets will get tangled or damaged as they arebeing hauled over the sides of the vessel.
B. Openings large enough to prevent the capture of juvenile and other undesirable fishwould also release the shrimp.
C. Large mesh sizes are more likely to result in fish getting stuck partway through, causing more deaths within the catch.
D. When nets grow full, they still trap fish that cannot reach the mesh openings.

5. According to paragraph 3, which of the following is NOT a problem associated with bycatchin shrimp fishing?

A. Shrimp fishers have to buy more fuel because of the added weight of the extra fish intheir nets.
B. The population of recreational and commercial species declines because much of the bycatch is their prey, resulting in a food shortage for them.
C. Shrimp fishers must spend time sorting the shrimp from the bycatch, and some shrimp spoil during this time.
D. The populations of some species of fish are reduced because so many of their youngare caught in shrimp nets.

6. According to paragraph 4, how does bycatch sometimes benefit sport fish, seabird, crab, andeven shrimp populations?

A. The discarded fish provide these species with a significant amount of food that would otherwise be unavailable to them.
B. Fishing eliminates up to 40 to 60 percent of the predators of these species, most ofwhich are caught unintentionally.
C. These fish and other animals may be caught unintentionally in overcrowded locationsand then released into more favorable environments.
D. Many of the competitors of these species are eliminated by fishing, leaving them withaccess to more food and other resources.

7. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 5? Incorrect choices change the meaning in important ways or leaveout essential information.

A. Overfishing and overdiscarding of jellyfish, ocean-bottom invertebrates, plankton, and planktivores are transforming the ocean in a process known as fishing down offood webs.
B. Overdiscarding bycatch simplifies the food web by favoring the kinds of predatorsthat feed on such prey as jellyfish, ocean-bottom invertebrates, and planktivores.
C. Fishing down of food webs may occur if overfishing and bycatch disposal result in the disappearance of species at the top of the food web and the dominance of speciesnear the bottom.

D. Overfishing and overdiscarding is a syndrome that affects not only top predators andlarge species but also microbes, jellyfish, ocean-bottom invertebrates, plankton, and planktivores.

8. What does paragraph 5 suggest is the reason why landing rates of the most valuable speciesfell 25 percent in the last three decades of the twentieth century?

A. Changes in technology led many fishers to shift from a focus on near-bottom speciesto lower-value open-ocean species.
B. Around the world, the number of people and ships involved in the fishing trade declined because of changes in the demand for fish.
C. The total amount of fish in the ocean decreased significantly, leading to a steady decrease in global total catch.
D. The most valuable species make up a much smaller percentage of the total sea population than they used to.

9. In the paragraph below, there is a missing sentence. Look at the paragraph and indicate (A,B, C and D) where the following sentence could be added to the passage.

Turtles were not the only marine species to benefit from new catch techniques.

Where would the sentence best fit?

Conservation organizations have condemned the obvious and extreme waste associated with bycatch. **(A)** Public concern over high mortality rates of endangered marine turtles capturedin shrimp trawls led to the development of turtle exclusion devices (TEDs) in the 1980s. **(B)**TEDs were incorporated into the shrimp net design with the purpose of directing turtles out of nets without unacceptably reducing shrimp catches. **(C)** Marine engineers and fishers also developed shrimp net designs that incorporate bycatch reduction devices (BRDs), taking advantage of behavioral differences between shrimp and fish, or between different fishes, in order to separate fishes. **(D)**

A. Option A
B. Option B
C. Option C
D. Option D

10. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the 3 answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are notpresented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Many fish and other animals are unintentionally caught during commercial fishing, a problem known as bycatch.
•

•
•

Answer choices

A. Bycatch occurs in both longline fishing and trawling and affects a range of species, although marine engineers have developed net devices that have lessened the problem for some species.

B. Female fish are especially likely to become bycatch when they are near the oceanbottom spawning their eggs, which decreases the populations of commercially desirable fish such as salmon and tuna.

C. Trawling with small mesh nets for shrimp results in large amounts of bycatch, especially of small, young, or unwanted species of fish, causing a range of problemsfor shrimp fishers and the ecosystem.

D. Efforts are being made to come up with productive uses for bycatch, such as providing food for fish farms or being used in agricultural products such as animalfeed and fertilizers.

E. When bycatch is disposed of in the ocean, the extra food is eaten by predators, detrivores, and decomposers but may ultimately cause the most valuable species todecline.

F. Much of the equipment designed to prevent bycatch has so far proven to be largely ineffective, with TEDs failing to significantly reduce the number of sea turtles captured in fishing nets.

Reading passage 2

Ancient Rome and Greece

1. There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stones of a Roman wall, whichwere held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The physical bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The organizationalbonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.

2. The source of the Roman obsession with unity and cohesion may well have lain in the pattern of Rome's early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along theMediterranean Sea lanes, the Roman world was assembled by territorial conquest. Of course,the contrast is not quite so stark: in ***Alexander the Great*** the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is

undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailorat heart; the Roman, a landsman.

3. Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost animal instinct for the territorial imperative. Roman priorities lay inthe organization, exploitation, and defense of their territory. In all probability it was the fertile plain of Latium, where the Latins who founded Rome originated, that created the habits and skills of landed settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life engenders, ***fostered*** the Roman virtues: gravitas, a sense of responsibility, peitas, a sense of devotion to family and country, and iustitia, a sense of the natural order.

4. Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughlydisgusted. As always, there are the power worshippers, especially among historians, who arepredisposed to admire whatever is strong, who feel more attracted to the might of Rome thanto the subtlety of Greece. At the same time, there is a solid body of opinion that dislikes Rome. For many, Rome is at best the imitator and the continuator of Greece on a larger scale. Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the researchand development division. Such indeed was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his Epistles, “what work of ancient date would now exist?”

5. Rome’s debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. Inspeculative philosophy and the sciences, the Romans made virtually no advance on early achievements.

6. Yet it would be wrong to suggest that Rome was somehow a junior partner in Greco-Romancivilization. The Roman genius was projected into new spheres—especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and statesmen were writers of high caliber.

Source: Educational Testing Service, (2023).

Directions: Now answer the questions.

1. According to paragraph 1, all of the following are controls that held together the Romanworld EXCEPT

A. administrative and legal systems
B. the presence of the military
C. a common language
D. transportation networks

2. According to paragraph 2, which of the following was NOT characteristic of Rome's early development?

A. Expansion by sea invasion
B. Territorial expansion
C. Expansion from one original settlement
D. Expansion through invading armies

3. Why does the author mention "*Alexander the Great*" in the passage?

A. To acknowledge that Greek civilization also expanded by land conquest
B. To compare Greek leaders to Roman leaders
C. To give an example of a Greek leader whom Romans studied
D. To indicate the superior organization of the Greek military

4. The word "*fostered*" in the passage is closest in meaning to

A. accepted
B. combined
C. introduced
D. encouraged

5. Paragraph 3 suggests which of the following about the people of Latium?

A. Their economy was based on trade relations with other settlements.
B. They held different values than the people of Rome.
C. Agriculture played a significant role in their society.
D. They possessed unusual knowledge of animal instincts.

6. Paragraph 4 indicates that some historians admire Roman civilization because of

A. the diversity of cultures within Roman society
B. its strength
C. its innovative nature
D. the large body of literature that it developed

7. According to paragraph 4, intellectual Romans such as Horace held which of the followingopinions about their civilization?

A. Ancient works of Greece held little value in the Roman world.
B. The Greek civilization had been surpassed by the Romans.
C. Roman civilization produced little that was original or memorable.
D. Romans valued certain types of innovations that had been ignored by ancientGreeks.

8. Which of the following statements about leading Roman soldiers and statesmen is supportedby paragraphs 5 and 6?

A. They could read and write the Greek language.

B. They frequently wrote poetry and plays.
C. They focused their writing on military matters.
D. They wrote according to the philosophical laws of the Greeks.

9. In the paragraph below, there is a missing sentence. Look at the paragraph and indicate (A,B, C and D) where the following sentence could be added to the passage.

They esteem symbols of Roman power, such as the massive Colosseum.

Where would the sentence best fit?

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. **(A)** As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. **(B)** At the same time, there is a solid body of opinion that dislikes Rome. **(C)** For many, Rome is at best the imitator and the continuator of Greece on a larger scale. **(D)** Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. "Had the Greeks held novelty in such disdain as we," asked Horace in his Epistles, "what work of ancient date would now exist?"

A. Option A
B. Option B
C. Option C
D. Option D

10. Directions: An introductory sentence for a brief summary of the passage is provided below.Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

The Roman world drew its strength from severalimportant sources.
•
•
•

Answer Choices

A. Numerous controls imposed by Roman rulers held its territory together.
B. The Roman military was organized differently from older military organizations.
C. Romans valued sea power as did the Latins, the original inhabitants of Rome.
D. Roman values were rooted in a strong attachment to the land and the stability of rurallife.
E. Rome combined aspects of ancient Greek civilization with its own

contributions innew areas.

F. Educated Romans modeled their own literature and philosophy on the ancientGreeks.

PROYECTO DE TITULACIÓN

ONLINE FORMATIVE ASSESSMENT TECHNOLOGY AND READING SKILLS

TEST – ANSWER SHEET

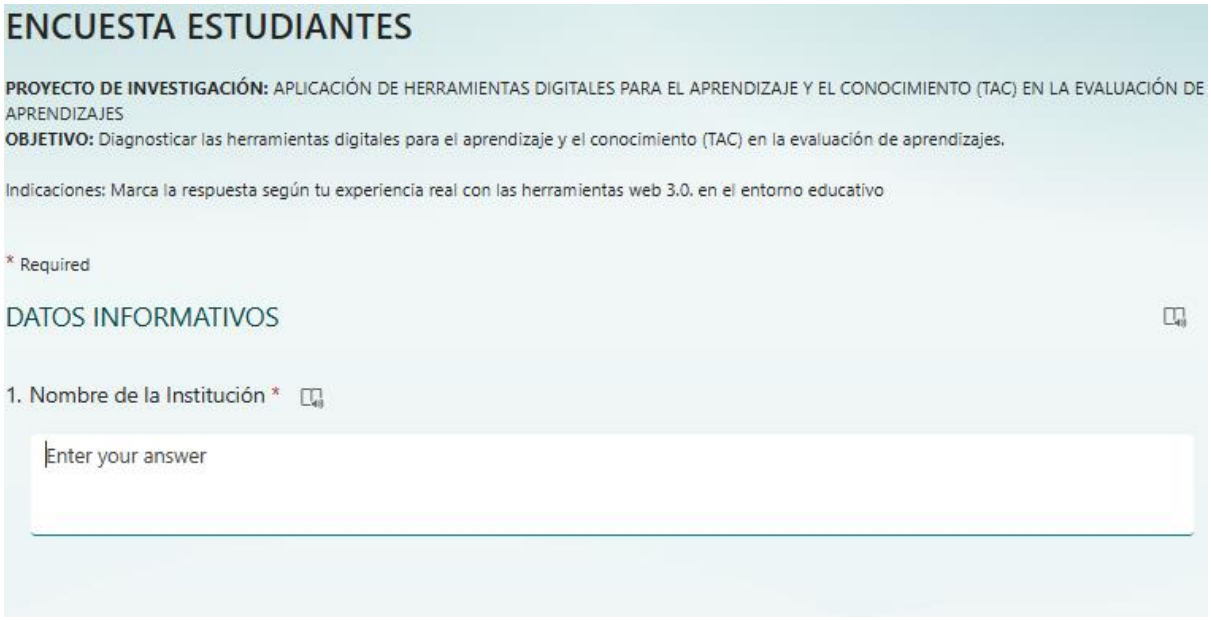
Name: _____ Date: _____

Directions: Transfer your answers into the following table.

Reading Passage 1									
1		**2**		**3**		**4**		**5**	
6		**7**		**8**		**9**		**10**	
Reading Passage 2									
1		**2**		**3**		**4**		**5**	
6		**7**		**8**		**9**		**10**	

Annex 3: LKT Survey

https://forms.office.com/r/wdRtq4zgJX



ENCUESTA ESTUDIANTES

PROYECTO DE INVESTIGACIÓN: APLICACIÓN DE HERRAMIENTAS DIGITALES PARA EL APRENDIZAJE Y EL CONOCIMIENTO (TAC) EN LA EVALUACIÓN DE APRENDIZAJES

OBJETIVO: Diagnosticar las herramientas digitales para el aprendizaje y el conocimiento (TAC) en la evaluación de aprendizajes.

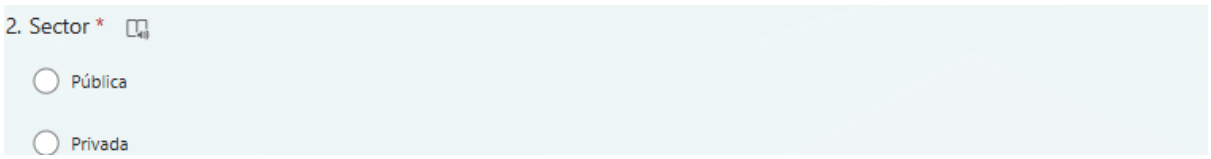
Indicaciones: Marca la respuesta según tu experiencia real con las herramientas web 3.0. en el entorno educativo

* Required

DATOS INFORMATIVOS

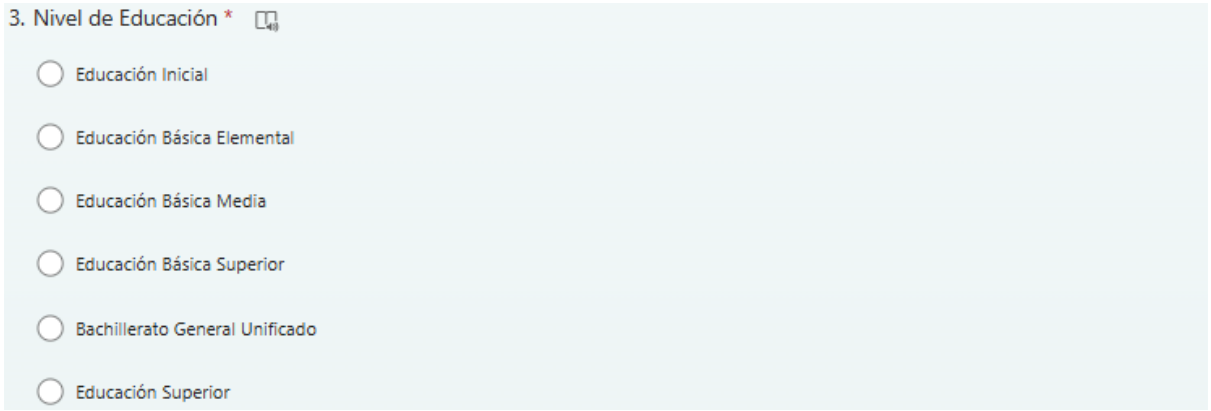
1. Nombre de la Institución *

Enter your answer



2. Sector *

- Pública
- Privada



3. Nivel de Educación *

- Educación Inicial
- Educación Básica Elemental
- Educación Básica Media
- Educación Básica Superior
- Bachillerato General Unificado
- Educación Superior

4. Edad *

- ○ 2 - 3
- ○ 4 - 7
- ○ 8 - 11
- ○ 12 - 15
- ○ 16 - 19
- ○ 20 - 23
- ○ 24 - 27
- ○ 28 o mas

5. Sexo *

- ○ Hombre
- ○ Mujer

PARTE 1

6. ¿Cuáles de estas TAC (Técnologías para el Aprendizaje y Conocimiento) utiliza su docente para el proceso de evaluación? *

- ☐ Quizziz
- ☐ Kahoot
- ☐ Liveworksheet
- ☐ Moodle
- ☐ Socrative
- ☐ Google Forms

7. ¿Cuáles de estas herramientas TAC utiliza su docente para reforzar el aprendizaje dentro o fuera del aula de clase? *

- [ ] Educaplay
- [ ] WordWall
- [ ] Nearpod
- [ ] Padlet
- [ ] Miro
- [ ] Cokitos
- [ ] Árbol Abc
- [ ] Schatch
- [ ] Miro
- [ ] Foros
- [ ] Whatsapp
- [ ] Blogs
- [ ] Chat
- [ ] Formative

8. ¿Qué tipo de dispositivos tecnológicos utilizas para fortalecer tu aprendizaje? *

- [ ] Teléfono celular
- [ ] computadora
- [ ] laptop
- [ ] tablet
- [ ] notebook

PARTE 2

9. ¿Has utilizado o tienes conocimiento sobre las TAC (Quizziz, Kahoot, Liveworksheet, Moodle, Socrative, Google Forms) que tu docente utiliza para fines de evaluación? *

- ( ) Siempre
- ( ) Casi siempre
- ( ) A veces
- ( ) Casi nunca
- ( ) Nunca

10. ¿El uso de las TAC (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos, Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, y otras) te posibilita aprender a tu propio ritmo? *

- ○ Siempre
- ○ Casi siempre
- ○ A veces
- ○ Casi nunca
- ○ Nunca

11. ¿Con qué frecuencia tu docente utiliza las TAC (Quizziz, Kahoot, Liveworksheet, Moodle, Socrative, Google Forms) para el proceso de evaluación? *

- ○ Siempre
- ○ Casi siempre
- ○ A veces
- ○ Casi nunca
- ○ Nunca

12. Tu profesor realiza talleres de clase aplicando herramientas TAC (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos , Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, y otras) *

- ○ Siempre
- ○ Casi siempre
- ○ A veces
- ○ Casi nunca
- ○ Nunca

13. Tu profesor considera los resultados de las prácticas realizadas con las TAC (Educaplay, WordWall, Nearpod, Padlet, Miro, Cokitos , Árbol Abc, Schatch, foros, whatsapp, blogs, chat, formative, y otras) como parte de las calificaciones de la asignatura? *

- ○ Siempre
- ○ Casi siempre
- ○ A veces
- ○ Casi nunca
- ○ Nunca

14. ¿Con qué frecuencia tu docente utiliza las TAC (Educaplay. WordWall, Nearpod, Padlet, Cokitos, Árbol Abc, Schatch, Miro, foros, whatsapp, blogs, chat, formative) para reforzar su aprendizaje? *

- ◯ Siempre
- ◯ Casi siempre
- ◯ A veces
- ◯ Casi nunca
- ◯ Nunca

15. ¿El uso de las TAC, te ayudan a mejorar el aprendizaje? *

- ◯ Siempre
- ◯ Casi siempre
- ◯ A veces
- ◯ Casi nunca
- ◯ Nunca

16. ¿Las TAC permiten la interacción activa (estudiante-estudiante, estudiante-docente y docente-estudiante) en el proceso de enseñanza-aprendizaje? *

- ◯ Siempre
- ◯ Casi siempre
- ◯ A veces
- ◯ Casi nunca
- ◯ Nunca

17. ¿Las TAC satisfacen tus necesidades individuales de aprendizaje? *

- ◯ Siempre
- ◯ Casi siempre
- ◯ A veces
- ◯ Casi nunca
- ◯ Nunca

18. ¿Las TAC te ayudan a auto evaluar tu aprendizaje? *

- ○ Siempre
- ○ Casi siempre
- ○ A veces
- ○ Casi nunca
- ○ Nunca

19. ¿El uso de las TAC fomenta el perfeccionamiento en los procesos evaluativos? *

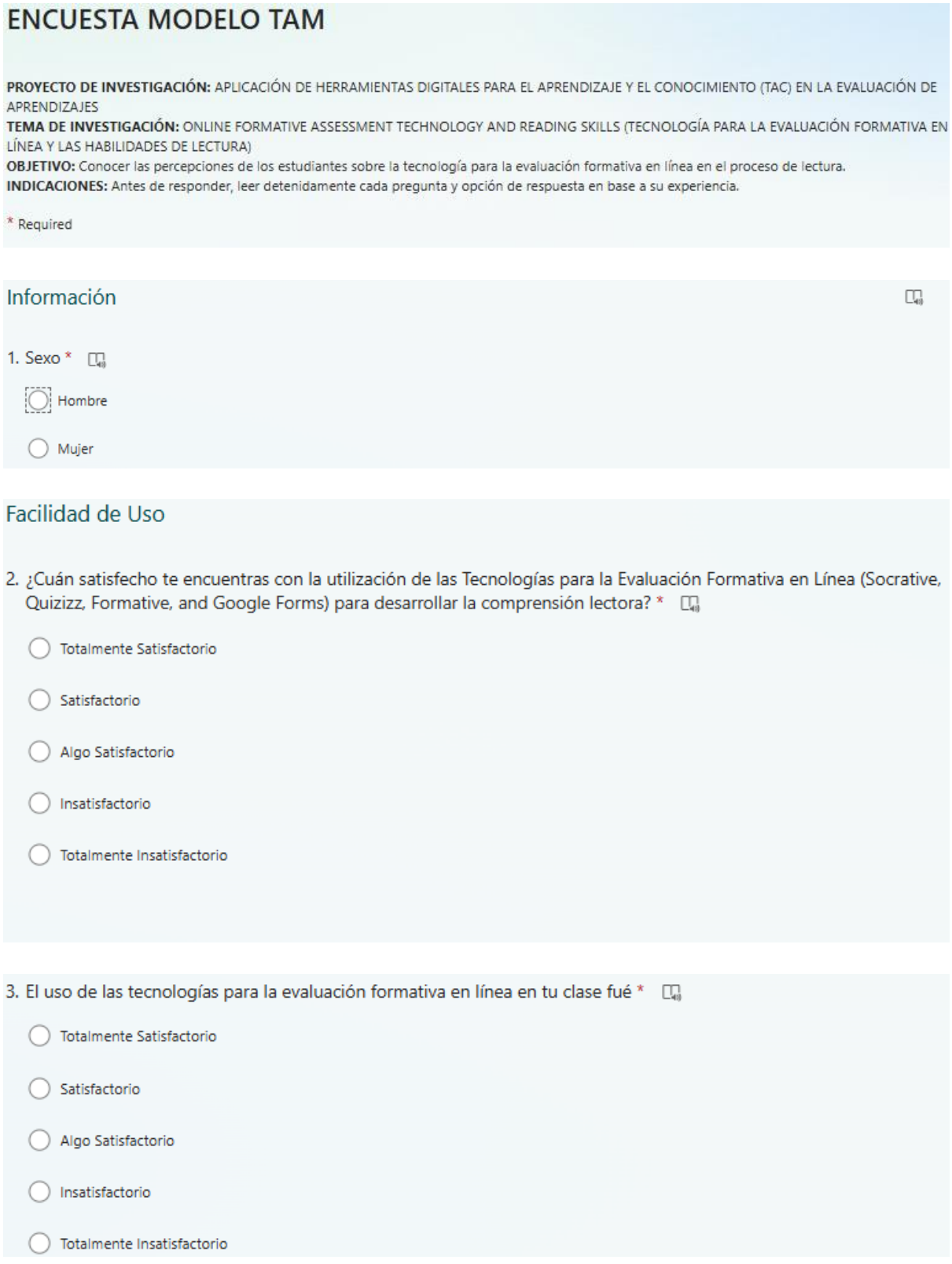
- ○ Siempre
- ○ Casi siempre
- ○ A veces
- ○ Casi nunca
- ○ Nunca

20. ¿El uso de las TAC estimula la motivación, la auto reflexión y la participación de los estudiantes? *

- ○ Siempre
- ○ Casi siempre
- ○ A veces
- ○ Casi nunca
- ○ Nunca

Annex 4: TAM Survey

https://forms.office.com/r/VcEFe4Cj6d



ENCUESTA MODELO TAM

PROYECTO DE INVESTIGACIÓN: APLICACIÓN DE HERRAMIENTAS DIGITALES PARA EL APRENDIZAJE Y EL CONOCIMIENTO (TAC) EN LA EVALUACIÓN DE APRENDIZAJES
TEMA DE INVESTIGACIÓN: ONLINE FORMATIVE ASSESSMENT TECHNOLOGY AND READING SKILLS (TECNOLOGÍA PARA LA EVALUACIÓN FORMATIVA EN LÍNEA Y LAS HABILIDADES DE LECTURA)
OBJETIVO: Conocer las percepciones de los estudiantes sobre la tecnología para la evaluación formativa en línea en el proceso de lectura.
INDICACIONES: Antes de responder, leer detenidamente cada pregunta y opción de respuesta en base a su experiencia.

* Required

Información

1. Sexo *
   - Hombre
   - Mujer

Facilidad de Uso

2. ¿Cuán satisfecho te encuentras con la utilización de las Tecnologías para la Evaluación Formativa en Línea (Socrative, Quizizz, Formative, and Google Forms) para desarrollar la comprensión lectora? *
   - Totalmente Satisfactorio
   - Satisfactorio
   - Algo Satisfactorio
   - Insatisfactorio
   - Totalmente Insatisfactorio

3. El uso de las tecnologías para la evaluación formativa en línea en tu clase fué *
   - Totalmente Satisfactorio
   - Satisfactorio
   - Algo Satisfactorio
   - Insatisfactorio
   - Totalmente Insatisfactorio

4. Usar las tecnologías para la evaluación formativa en línea te resultó *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

5. Desde tu punto de vista, ¿cómo valorarías la facilidad de las tecnologías para la evaluación formativa en línea que te he presentado? *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

Utilidad Percibida

6. La utilidad de los contenidos te pareció *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

7. ¿El uso de las tecnologías para la evaluación formativa en línea (Socrative, Quizizz, Formative, and Google Forms), te ayudó a una mejor comprensión lectora? *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

8. Al utilizar las tecnologías para la evaluación formativa en línea, tu nivel de aprendizaje fué *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

Intención de Uso

9. Al utilizar las tecnologías para la evaluación formativa en línea tu nivel de motivación fué *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

10. ¿Te gustaría volver a utilizar estas tecnologías para la evaluación formativa en línea en el aula de clase, si tuvieras oportunidad? *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

11. ¿Te gustaría usar las tecnologías para la evaluación formativa en línea para aprender otras asignaturas? *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

12. El aspecto visual de las tecnologías en evaluación formativa en línea te pareció *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

13. El formato de colores, tamaño y formas te pareció *

- ◯ Totalmente Satisfactorio
- ◯ Satisfactorio
- ◯ Algo Satisfactorio
- ◯ Insatisfactorio
- ◯ Totalmente Insatisfactorio

Annex 5: Lesson Plans

<table>
<tr><th colspan="4">Lesson Plan # 1</th></tr>
<tr><td colspan="2">Date: September 16, 2024</td><td colspan="2">Class: Seventh A</td></tr>
<tr><td colspan="2">Time: 60 minutes</td><td colspan="2">Number of students: 22 Age: 21-22 years old</td></tr>
<tr><td colspan="4">Lesson topic: Presentation and Pre-test</td></tr>
<tr><td colspan="4">Methodology: Communicative language approach - EdTech</td></tr>
<tr><td colspan="4">Teacher: Josué Paredes</td></tr>
<tr><td colspan="4">Main aim:
By the end of the lesson students will be able to complete the Reading section of the TOEFL iBT exam.</td></tr>
<tr><td colspan="4">Subsidiary aims:
• To talk about relevant points of OFAT and academic honesty.
• To assess students' reading skills through the pre-test TOEFL - Reading section.
• To identify the use of Webs 3.0 through a LKT Survey.</td></tr>
<tr><td>Stages and time</td><td>Teacher´s activities</td><td>Students' activities</td><td>Materials and resources</td></tr>
<tr><td>Presentation
15'</td><td>The teacher introduces himself.
The teacher explains the research theme to the class using Canva.</td><td>Students listen to the teacher's presentation.</td><td>Projector
Computer
Canva
https://www.canva.com/design/DAGQ2BZ9Tnc/aJhpF-y7v8RcONg1oqXv4g/view?utm_content=DAGQ2BZ9Tnc&utm_campaign=designshare&utm_medium=link&utm_source=editor</td></tr>
<tr><td>Pre-test
35'</td><td>Teacher gives instructions about the Pre-test and the time to develop it.
Instructions:
• In this section, you will be able to demonstrate your ability to understand academic passages in English.
• You will read and answer 20 questions about two passages.</td><td>Students listen carefully to the instructions for the test.</td><td>Paper test
Blue pen
Timer</td></tr>
</table>

	• You will have 35 minutes total to read both passages and respond to the questions. • A clock will indicate how much time is remaining. Teacher hands out the pre-test. Teacher collects the pre-test.	Students take the test (TOEFL-Reading section)	
LKT Survey **10'**	The teacher asks students to complete an online survey.	Students complete a LKT survey.	Microsoft Forms https://forms.office.com/r/wdRtq4zgJX Cellphone

Annexes

Canva Presentation.



Pre-Test.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

PROYECTO DE TITULACIÓN

ONLINE FORMATIVE ASSESSMENT TECHNOLOGY AND READING SKILLS

SEPTIEMBRE 2024 – FEBRERO 2025

PRE- AND POST-TEST

Name: _____ **Date:** _____

Difficulty: B2 Level **Time:** 36 minutes

Class: 7th Semester A

TOEFL iBT – READING

INSTRUCTIONS TO CANDIDATES

- Write your name on both the test sheet and the answer sheet.
- Use blue pen for all your answers.

IFORMATION FOR CANDIDATES

- In this section, you will be able to demonstrate your ability to understand academic passages in English.
- You will read and answer 20 questions about two passages.
- You will have 35 minutes total to read both passages, respond to the comprehension questions, and transfer your answers into the answer sheet.
- A clock will indicate how much time is remaining.

LKT Survey.

ENCUESTA ESTUDIANTES

PROYECTO DE INVESTIGACIÓN: APLICACIÓN DE HERRAMIENTAS DIGITALES PARA EL APRENDIZAJE Y EL CONOCIMIENTO (TAC) EN LA EVALUACIÓN DE APRENDIZAJES
OBJETIVO: Diagnosticar las herramientas digitales para el aprendizaje y el conocimiento (TAC) en la evaluación de aprendizajes.

Indicaciones: Marca la respuesta según tu experiencia real con las herramientas web 3.0. en el entorno educativo

* Required

DATOS INFORMATIVOS

1. Nombre de la Institución *

Enter your answer

<table>
<tr><th colspan="4">Lesson Plan # 2</th></tr>
<tr><td colspan="2">Date: September 18th, 2024</td><td colspan="2">Class: Seventh A</td></tr>
<tr><td colspan="2">Time: 90 minutes</td><td colspan="2">Number of students: 21 Age: 21-22 years old</td></tr>
<tr><td colspan="4">Lesson topic: Factual information question</td></tr>
<tr><td colspan="4">Methodology: Communicative language approach - EdTech</td></tr>
<tr><td colspan="4">Teacher: Josué Paredes</td></tr>
<tr><td colspan="4">Vocabulary: Proliferation, concession, fluted, bolster.</td></tr>
<tr><td colspan="4">Main aim:
By the end of the lesson, students will be able to recognize factual information in the reading passage ‘The Clovis Culture’.</td></tr>
<tr><td colspan="4">Subsidiary aims:
• To employ vocabulary related to the passage ‘The Clovis Culture’.
• To practice scanning, skimming, and reading for detail subskills.
• To identify factual information in a TOEFL reading passage.</td></tr>
<tr><th>Stages and time</th><th>Teacher´s activities</th><th>Students’ activities</th><th>Materials and resources</th></tr>
<tr><td>Warm-up
10’</td><td>The teacher asks students to:
• Get into two main lines.
• Choose a flashcard and paste it on the board (per column).
• Write a characteristic related to the respective flashcard for one minute (each member of the group writes one word).
The teacher checks the characteristics and leaves the closest ones related to the reading passage ‘The Clovis Culture’.</td><td>Students listen to the teacher and follow some instructions to complete a task.</td><td>Flashcards
Blackboard
Markers</td></tr>
<tr><td>Introductory activities
10’</td><td>Predicting
The teacher asks students to look at the flashcards and the characteristics to predict the content of the reading passage.
The teacher asks students to get in pairs and share their ideas.</td><td>Students discuss in pairs.</td><td>Wordwall
https://wordwall.net/resource/76982997/ingl%c3%a9s/the-clovis-culture</td></tr>
</table>

	The teacher pre-teaches the vocabulary by using images along with the meaning of each word in a Wordwall matching activity. (*Proliferation, concession, fluted, bolster).*	Students complete the activity.	
Main activities **55'**	The teacher shares a Genially link which contains some reading exercises and a video explanation of the topic (the video serves as extra help for students to check at home). After that, he instructs students where to find and answer a short reading exercise in LearningApps.org. Later, he asks some students what they think factual information means based on the LearningApps.org exercise and then gives a very brief explanation of it. ***Reading Passage 1*** **Skimming** The teacher asks students to quickly read the passage presented in Genially in order to get the main idea. The teacher assigns pairs of students to discuss with each other what the reading was about. The teacher asks the whole class: *What is the reading about?* *Was the reading similar to your prediction done when looking at the flashcards?* **Reading for detail** The teacher asks students to open the web Socrative and log in to a virtual room to complete the reading activity *'The Clovis Culture'*.	Students open a Genially link to follow some instructions and complete a short LearningApps.org reading exercise to answer a multiple-choice comprehension question. Later, they listen to what factual information means. (Students have an extra video about the topic in Genially to revise at home). Students go back to Genially, open the reading passage, and read it quickly. Students interact with their partner. Students give their answers. Students open Socrative, enter to a virtual room, and read the text paying attention to the details in each paragraph in order to answer several factual information questions.	Genially https://view.genially.com/66cba897c9887e1c883b7b2d/guide-toefl-ibt-reading LearningApps.org https://learningapps.org/watch?v=pk1pasoic24 Genially Socrative https://api.socrative.com/rc/25J8wB

	Reading passage 2 **Scanning** The teacher shares a Quizizz link with the students and explains they need to look for specific information in five reading passages to answer their respective question.	Students open Quizizz and answer five factual information questions after reading a series of short reading passages.	Quizizz https://quizizz.com/join?gc=69720063
Post-task activities **15'**	The teacher asks the students to answer a question in a 100-paragraph about "Factual Information Question" on a piece of paper. Question: *"What strategies do you think are most effective for answering factual information questions in the TOEFL reading section, and why are these strategies important?"* The teacher asks students to grade their partner's work, take a picture, and upload it in the folder available in Google Sites.	Students answer the question in a 100-paragraph on a piece of paper. Students share their work with a peer for peer-feedback. Students grade their partner's work, take a picture, and upload it in the folder available in Google Sites following the instruction in the site.	Genially Piece of paper Pencil/pen Google Sites https://sites.google.com/view/ofat-and-reading-skills/home
Homework	Students are asked to complete the reading practice tasks available in Google Sites – Factual Information.		Google Sites

Annexes

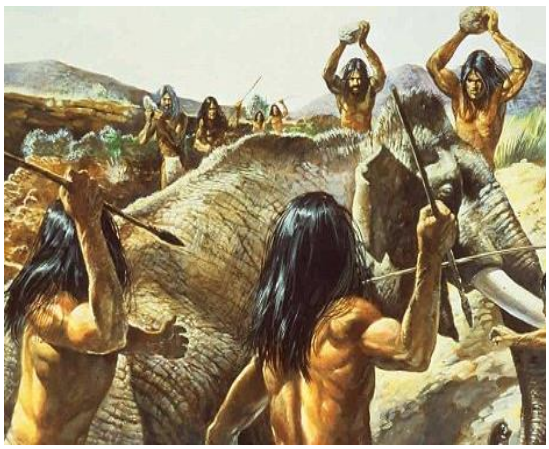
Reading Passages 1: *The Clovis Culture*

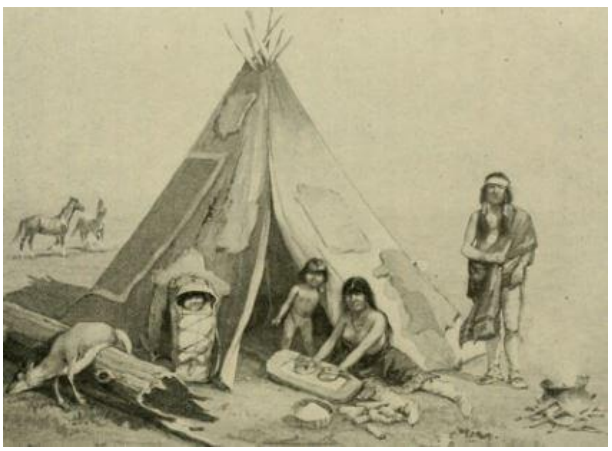
Phillips, D. (2012). *Longman Preparation Course for the TOEFL iBT Test* (3rd ed.). Pearson Education.

Reading Passages 2-6: *Factual Information Questions*

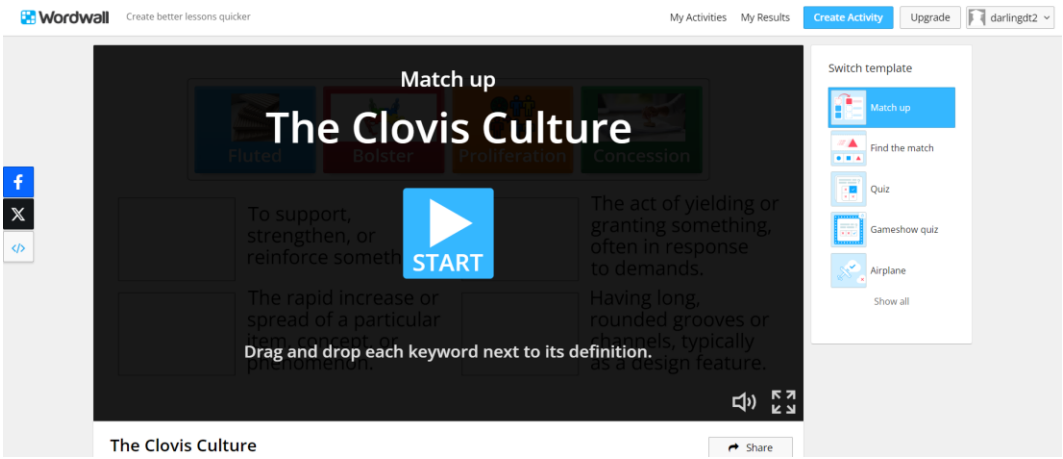
TST Prep. (n.d.). TOEFL reading practice questions sample. TST Prep. https://tstprep.com/lessons/toefl-reading-practice-questions-sample/

Flashcards.

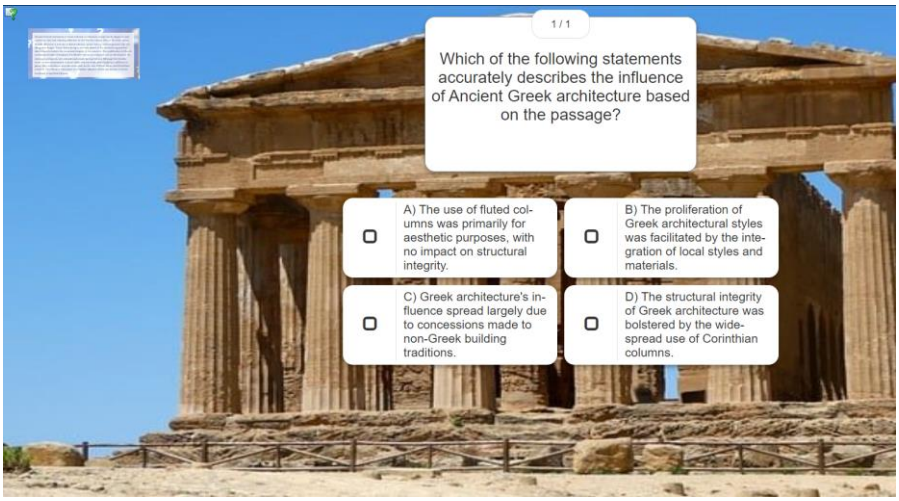




Wordwall.



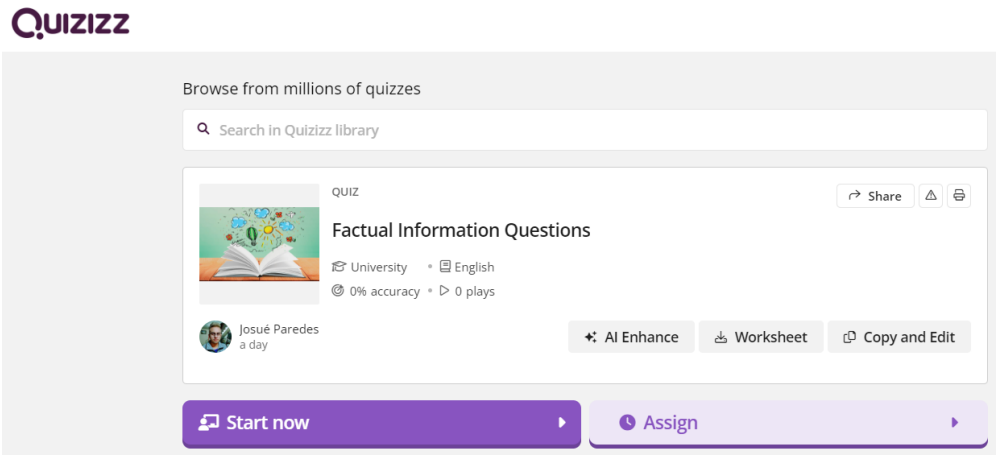
LearningApps.org.



Genially.



Quizizz.



Socrative.



Lesson Plan # 3			
Date: September 19th, 2024	**Class:** Seventh A		
Time: 90 minutes	**Number of students:** 21	**Age:** 21-22 years old	
Lesson topic: Negative factual information question			
Methodology: Communicative language approach - EdTech			
Teacher: Josué Paredes			
Vocabulary: Monolith, prone, proponent, feasibility.			
Main aim: By the end of the lesson, students will be able to identify negative factual information in the reading passage 'The Moai of Easter Island'.			
Subsidiary aims: • To employ vocabulary related to the passage 'The Moai of Easter Island'. • To practice scanning, skimming, and reading for detail subskills. • To recognize negative factual information in a TOEFL reading passage.			
Stages and time	**Teacher´s activities**	**Students' activities**	**Materials and resources**
Warm-up **10'**	The teacher shows students a few mysterious images of the Moai statues from different angles (without revealing their origin or name). Then, asks them to guess: • Where these statues are from? • Why they might have been built? • What they might symbolize? Later, he reveals that they are the Moai statues from Easter Island and asks students to open their Google Maps app to check the exact location of the islands.	Students look at some images and answer to some questions from the teacher. Students search the location of the Easter Islands in their mobiles Map app.	Projector Computer Canva https://www.canva.com/design/DAGROjzoqS0/-E7hocjPBCBI6YwvaH1uLA/view?utm_content=DAGROjzoqS0&utm_campaign=designshare&utm_medium=link&utm_source=editor Cellphones
Introductory activities **10'**	**Predicting** The teacher asks students to read a phrase and predict what comes next: *"Researchers believe the Moai were symbols of political and religious authority, but it is unclear how they were moved. To*		Canva

	move the statues, the Rapa Nui people likely…" The teacher asks students to get in groups of four and share their ideas. The teacher pre-teaches the vocabulary by using images along with the meaning of each word and asks students to write one sentence per word in Padlet. (*Monolith, prone, proponent, feasibility).*	Students read a phrase and discuss in pairs. Students complete the activity.	Padlet https://padlet.com/jparedes3776/the-moai-of-easter-island-wzu00fniek28383n
Main activities **55'**	The teacher shares a Genially link which contains some reading exercises and a video explanation of the topic (the video serves as extra help for students to check at home). After that, he instructs students to open the activity under the name "Negative Factual Information" and answer a short reading exercise in Educaplay. Later, he asks some students to remind him what factual information is and give their own idea of what negative factual information is. ***Reading Passage 1*** **Skimming** The teacher asks students to quickly read the passage presented in Genially in order to get the main idea. The teacher assigns pairs of students to discuss with each other what the reading was about. The teacher asks the whole class: *What is the reading about?* **Reading for detail** The teacher asks students to open the web Formative and log in to a virtual room to complete the reading *'The*	Students open a Genially link to follow some instructions and complete a short Educaplay reading exercise to answer a multiple-choice comprehension question. Later, they present their own ideas of what factual and negative factual information is (Students have an extra video about the topic in Genially to revise at home). Students go back to Genially, open the reading passage, and read it quickly. Students interact with their partner. Students give their answers. Students open Formative, enter to a virtual room, and read the text paying attention	Genially https://view.genially.com/66cba897c9887e1c883b7b2d/guide-toefl-ibt-reading Educaplay https://www.educaplay.com/learning-resources/20395282-negative_factual_information.html Genially Formative https://frm.tv/join/L7L4YP

	Moai of Easter Island' activity. ***Reading passage 2*** **Scanning** The teacher shares a Google Forms link with the students and explains they need to look for specific information in the reading passage "*A very brief history of time"* reading passages to answer factual and negative factual information questions.	to the details in each paragraph in order to answer several negative factual information questions. Students open Google Forms and answer ten factual and negative factual information questions after reading "*A very brief history of time"* reading passage.	Google Forms https://forms.gle/3CtDjVFHiLJXxxGM7
Post-task activities **15'**	The teacher asks the students to answer a question in a 100-paragraph about "Factual Information and Negative Factual Information Questions" on a piece of paper. Question: *"What strategies do you think are most effective for answering factual and negative factual information questions in the TOEFL reading section, and why are these strategies important?"* The teacher asks students to grade their partner's work, take a picture, and upload it in the folder available in Google Sites.	Students answer the question in a 100-paragraph on a piece of paper. Students share their work with a peer for peer-feedback. Students grade their partner's work, take a picture, and upload it in the folder available in Google Sites following the instruction in the site.	Genially Piece of paper Pencil/pen Google Sites https://sites.google.com/view/ofat-and-reading-skills/home
Homework	Students are asked to complete the reading practice tasks available in Google Sites – Negative Factual Information folder.		Google Sites

Annexes

Reading Passage 1: *The Moai of Easter Island – Set 1*

Collegedunia. (n.d.). *TOEFL reading sample 7* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

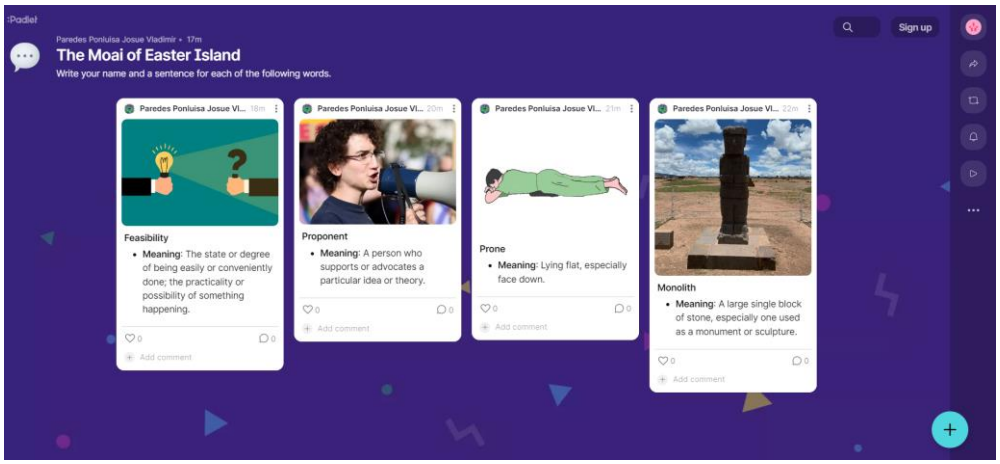
Reading Passage 2: *A very brief history of time – Set 1*

Collegedunia. (n.d.). *TOEFL reading sample 8* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

Canva.



Padlet.



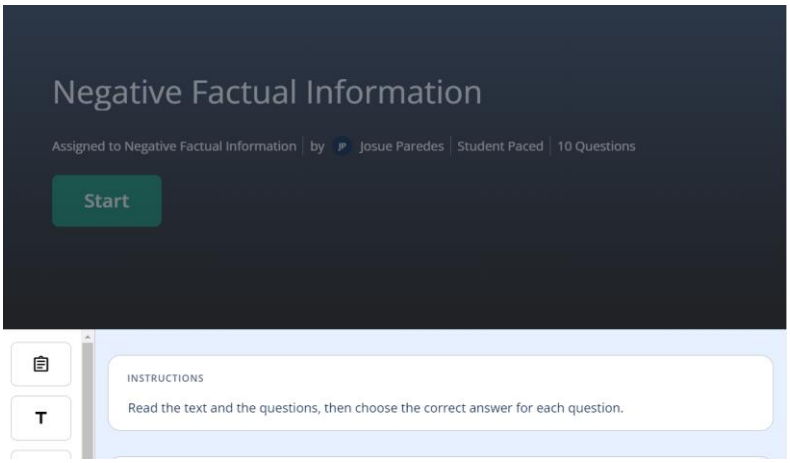
Educaplay.



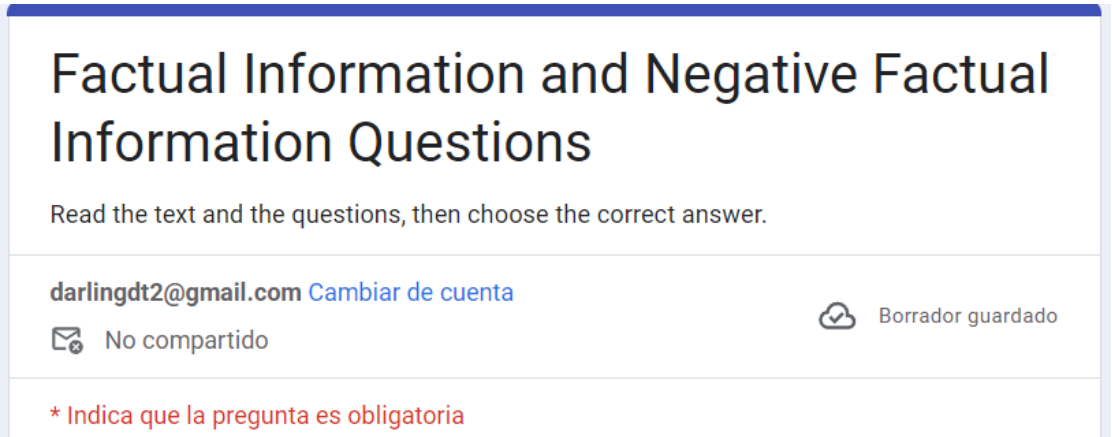
Genially.



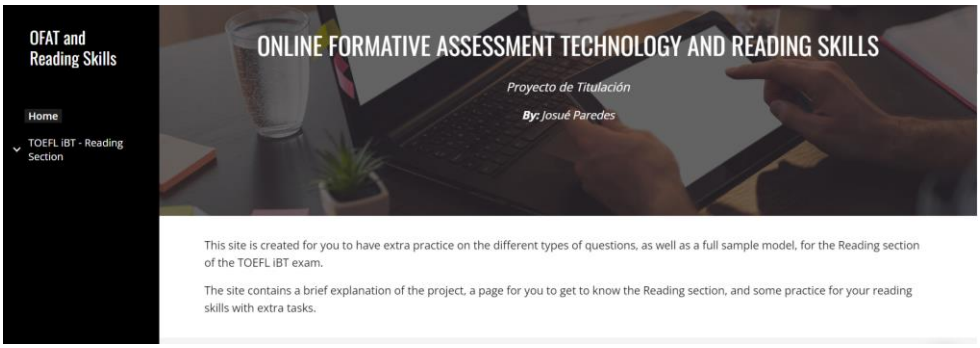
Formative.



Google Forms.



Google Sites.



Lesson Plan # 4			
Date: September 23rd, 2024	**Class:** Seventh A		
Time: 90 minutes	**Number of students:** 21	**Age:** 21-22 years old	
Lesson topic: Inference question			
Methodology: Communicative language approach - EdTech			
Teacher: Josué Paredes			
Vocabulary: Crystalline, Precipitate, Brine, and Deluge.			
Main aim: By the end of the lesson, students will be able to recognize information implied in the reading passage 'The Geologic History of the Mediterranean'.			
Subsidiary aims: • To employ vocabulary related to the passage "The Geologic History of the Mediterranean.". • To practice skimming, scanning, reading for detail and deducing meaning from context subskills. • To infer information in a TOEFL iBT reading passage.			
Stages and time	**Teacher´s activities**	**Students' activities**	**Materials and resources**
Warm-up **10'**	The teacher asks students to search on the web for an aquatic animal from any ocean or sea. The teacher asks students to draw their animal on a piece of paper. Later, some students will talk about the animal and why they chose that ocean or sea.	Students listen to the teacher and follow some instructions to complete a task.	Piece of paper Pencil Cellphones
Introductory activities **10'**	**Deducing Meaning from Context** The teacher pre-teaches the vocabulary by presenting four sentences to students. The teacher asks students to get in pairs, read the sentences, and discuss the meaning of each word in bold. (*Crystalline, precipitate, brine, deluge).* The teacher asks randomly some students for their guesses.	Students read a few sentences and discuss in pairs the meanings. Students participate during the class.	Projector Computer Canva https://www.canva.com/design/DAGRXr4q9Lg/byosulWt0SAKAzQjODU3kg/view?utm_content=DAGRXr4q9Lg&utm_campaign=designshare&utm_medium=link&utm_source=editor

Main activities **55'**	The teacher shares a Genially link which contains a few reading tasks and a video explanation of the topic (the video serves as extra help for students to check at home). After that, he instructs students to go to *"Inference Questions"* – entrance activity, and answer a short reading exercise. Later, he asks some students what they think *inference question*s mean based on the reading exercise and then gives a very brief explanation of it. ***Reading Passage 1*** **Skimming** The teacher asks students to quickly read the passage presented in Genially (main reading - inference) in order to get the main idea. The teacher assigns pairs of students to discuss with each other what the reading was about. The teacher asks the whole class: *What is the reading about?* **Reading for detail** The teacher asks students to open the web Socrative and log in to a virtual room to complete the reading activity '*The Geologic History of the Mediterranean*'. ***Reading passage 2*** **Scanning** The teacher shares a Google Forms link with the students and explains they need to look for specific information in a whole TOEFL iBT reading passage *'Meteorite Impact and Dinosaur Extinction'* to answer several factual, negative	Students open a Genially link to follow some instructions and complete a short reading exercise to answer a multiple-choice comprehension question. Later, they listen to what inference questions mean. (Students have an extra video about the topic in Genially to revise at home). Students go back to Genially, open the reading passage, and read it quickly. Students interact with their partner. Students give their answers. Students open Socrative, enter to a virtual room, and read the text paying attention to the details in each paragraph in order to answer several inference questions. Students open Google Forms and answer ten factual, negative factual, and inference questions after reading a whole TOEFL iBT reading passage.	Genially https://view.genially.com/66cba897c9887e1c883b7b2d/guide-toefl-ibt-reading LearningApps.org https://learningapps.org/display?v=ppktkrrek24 Genially Socrative https://api.socrative.com/rc/25J8wB Google Forms https://forms.gle/LWUSXFb2HWdZ4FEw7

	factual, and inference questions.		
Post-task activities **15'**	The teacher asks students to read the following question and follow some instructions: *"What strategies did you use when answering inference questions? Discuss the specific steps you took to identify implied meanings or make logical conclusions and provide examples."* The teacher instructs to: • Read this question and the extra details it includes. • Write down some key words to structure your answer for 15 seconds. • Record your answer to the question in a recording that lasts 45 seconds (use Vocaroo). • Upload your task in Google Sites, in the Reference Question folder.	Students read a question, follow some instructions to answer it, and record an audio to upload in Google Sites. Students work in pairs and follow some instructions to record an audio and upload it in Google Sites.	Genially Cellphones Vocaroo https://vocaroo.com/ Google Sites https://sites.google.com/view/ofat-and-reading-skills/home
Homework	Students are asked to complete the reading practice tasks available in Google Sites.		Google Sites

Annexes

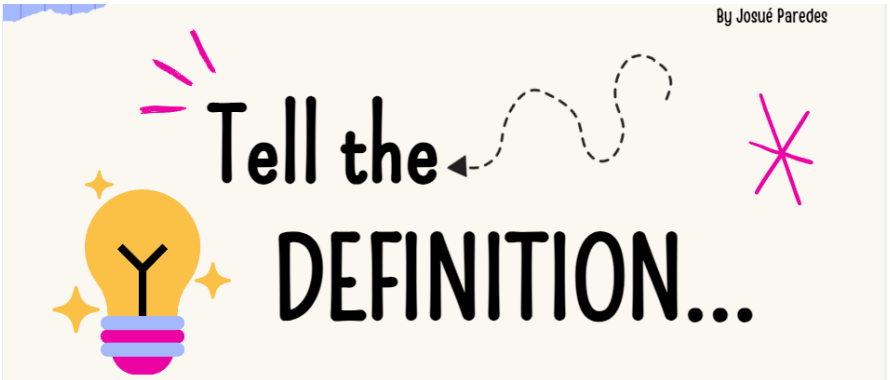
Reading Passage 1: *The Geologic History of the Mediterranean – Set 1*

Collegedunia. (n.d.). *TOEFL reading sample 14* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

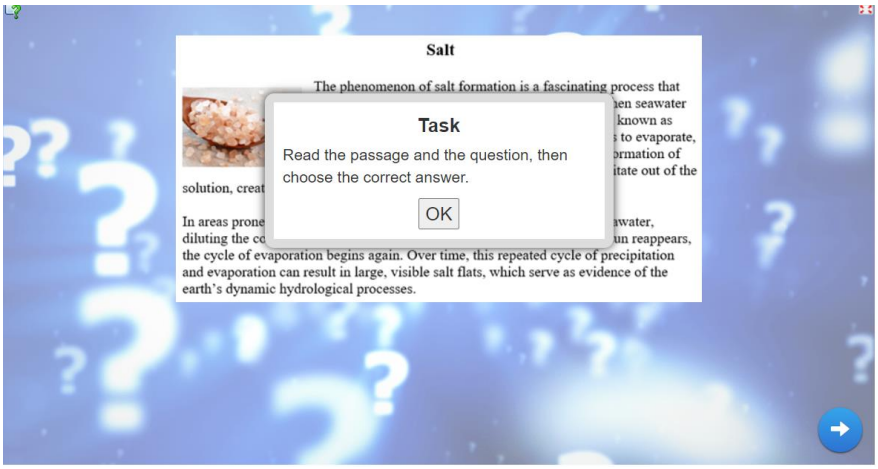
Reading Passage 2: *Meteorite Impact and Dinosaur Extinction – Set 2*

Collegedunia. (n.d.). *TOEFL reading sample 11* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

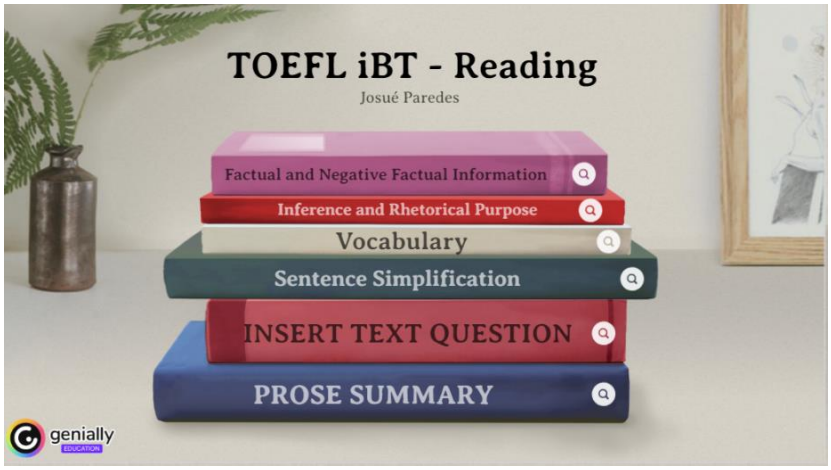
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LearningApps.org.



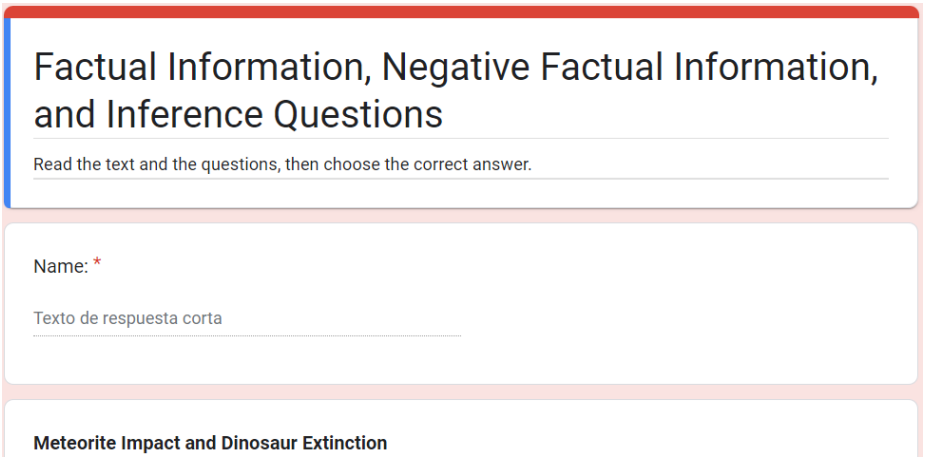
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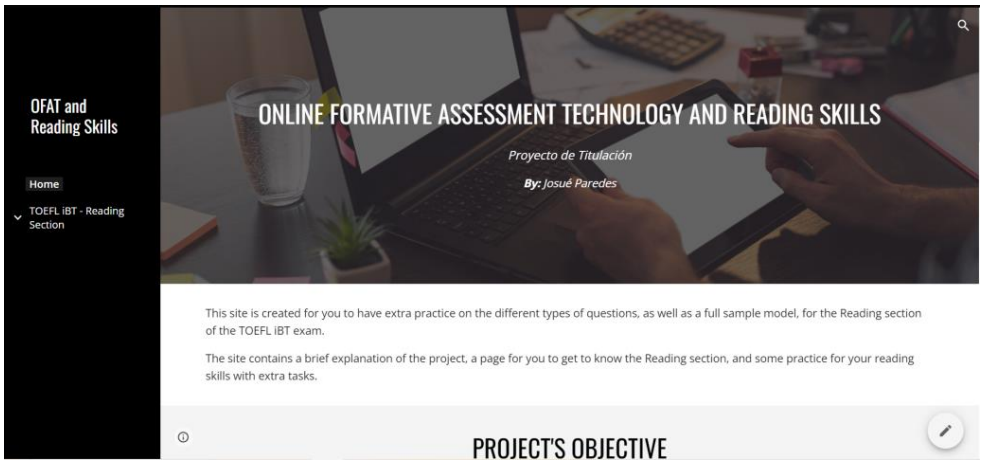
Socrative.

Visit **gosocrative.com** and enter room name PAREDES6568

Google Forms.



Google Sites.



Lesson Plan # 5			
Date: September 25th, 2024	**Class:** Seventh A		
Time: 90 minutes	**Number of students:** 21	**Age:** 21-22 years old	
Lesson topic: Review Factual Information, Negative Factual Information, and Inference Questions.			
Methodology: Communicative language approach - EdTech			
Teacher: Josué Paredes			
Main aim: By the end of the lesson, students will be able to identify Factual Information and Negative Factual Information, and Inference questions from a TOEFL iBT reading passage.			
Subsidiary aims: • To recognize Factual Information and Negative Factual Information, and Inference questions. • To practice scanning, reading for detail, and deducing meaning from context subskills in a TOEFL iBT reading passage.			
Stages and time	**Teacher´s activities**	**Students' activities**	**Materials and resources**
Introductory activities **10'**	The teacher carries out a small review on the concepts of Factual Information and Negative Factual Information, and Inference questions by asking students to complete a filling the gap activity. The teacher asks some students for their own concepts.	Students complete a filling the gaps activity about the type of reading questions learned up to this day. Students participate and give their ideas.	Projector Computer Cellphones Educaplay https://www.educaplay.com/learning-resources/20474044-fill_in_the_blanks_understanding_factual_information_and_inferences.html
Main activities **55'**	***Reading Passage 1*** **Reading for detail and Inferring** The teacher asks students to open the web and log in to a virtual room to complete the reading activity '*Robert Capa'*. It includes Factual Information and Negative Factual Information, and Inference questions. ***Reading passage 2***	Students enter to a virtual room, and read the text paying attention to the details in each paragraph in order to answer several Factual Information and Negative Factual Information, and Inference questions.	Formative https://frm.tv/join/8KNXJ8

	Scanning and Inferring The teacher shares a link with the students and explains they need to look for specific information in a whole TOEFL iBT reading passage to answer several Factual Information and Negative Factual Information, and Inference questions.	Students open a link and answer ten Factual Information and Negative Factual Information, and Inference questions after reading a whole TOEFL iBT reading passage.	Quizizz https://quizizz.com/join?gc=86598476
Post-task activities **25'**	The teacher asks students to create a sentence on a piece of paper about Factual Information, Negative Factual Information, and Inference Questions. The question must challenge their partners, for example: *"How do understanding factual information, recognizing negative factual information, and making inferences enhance your ability to interpret a reading passage accurately on the TOEFL iBT exam? Include reasons or examples."* The teacher instructs to: • Read the model question and the extra details it includes. • Write down some key words to structure your answer for 15 seconds. • Practice with a partner. • Be ready to participate at the front with a different partner. The teacher selects some couples of students to perform the task at the front.	Students read a model question and follow some instructions to complete a speaking activity Students practice in pairs and then they perform the speaking activity.	Canva https://www.canva.com/design/DAGRu_gVwQs/vhEj0ad8Fjcc443AvBUjDA/view?utm_content=DAGRu_gVwQs&utm_campaign=designshare&utm_medium=link&utm_source=editor Piece of Paper

Annexes

Reading Passage 1: *Robert Capa – Set 3*

Collegedunia. (n.d.). *TOEFL reading sample 16* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

Reading Passage 2: *The Role of Science in Policy Making – Set 2*

Collegedunia. (n.d.). *TOEFL reading sample 20* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

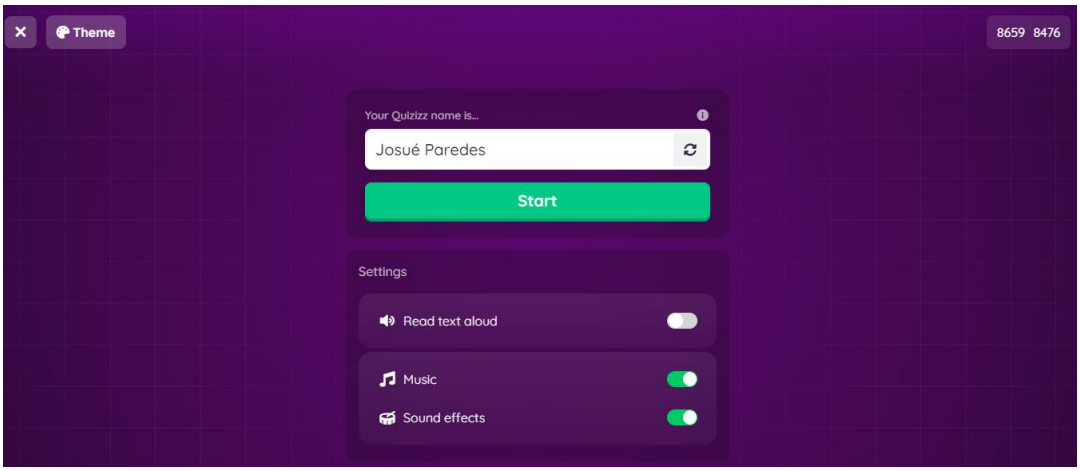
Educaplay.



Formative.



Quizizz.



Canva.



Lesson Plan # 6			
Date: October 2nd, 2024	**Class:** Seventh A		
Time: 90 minutes	**Number of students:** 21	**Age:** 21-22 years old	
Lesson topic: Rhetorical purpose question			
Methodology: Communicative language approach - EdTech			
Teacher: Josué Paredes			
Vocabulary: Incentive, Infrastructure, Apparatus, Tariff.			
Main aim: By the end of the lesson, students will be able to identify rhetorical purpose information in the reading passage 'Smart Energy'.			
Subsidiary aims: • To employ vocabulary related to the passage 'Smart Energy'. • To practice scanning, skimming, inferring, and reading for detail subskills. • To recognize rhetorical information in a TOEFL reading passage.			
Stages and time	**Teacher´s activities**	**Students' activities**	**Materials and resources**
Warm-up **10'**	The teacher asks students to form two columns and write a word on the board following some instructions: • Each person writes only one word. • Students must form scales with those words for one minute. The last letter of the word is the one that begins the next. • The topic of the words are environment and energy. The teacher checks which group has more accurate words, along with the class.	Students follow some instructions to complete the activity on the board.	Blackboard Markers
Introductory activities **10'**	**Inferring** The teacher asks students to read an excerpt in pairs and answer a couple of questions based on it: ***Excerpt:*** *"Smart Grid technology offers benefits to the consumer too. They will be able to collect real-time information on their energy use for each appliance. Varying tariffs throughout the day will give customers the incentive to use appliances at times when supply*	Students read a phrase and answer a couple of questions in pairs.	Canva https://www.canva.com/design/DAGR-E-8tzg/sjYSwmgLJ3HW3qIyRXT1-w/view?utm_content=DAGR-E-8tzg&utm_campaign=designshare&utm_medium=lin

	greatly exceeds demand, leading to great reductions in bills." ***Question:*** *What is "varying tariffs"? What evidence in the text helped you infer the meaning of "varying tariffs"?* The teacher asks some students to share their ideas. **Vocabulary** The teacher pre-teaches the vocabulary by making students guess the meaning of some words based on sentences. The teacher shares the meaning after asking some students' ideas. (*Incentive, infrastructure, apparatus, tariff).*	Students share their ideas to the whole class. Students guess the meaning of words after reading some sentences, share their ideas, and check the actual meaning.	k&utm_source=editor
Main activities **55'**	The teacher shares a Genially link which contains some reading exercises and a video explanation of the topic (the video serves as extra help for students to check at home). After that, he instructs students to open the second section – rhetorical purpose and answer a short reading exercise. Later, he asks some students to remind him what inference question is and give their own idea of what rhetorical purpose question is. ***Reading Passage 1*** **Skimming** The teacher asks students to quickly read the passage presented in Genially – Main activities (Reference) in order to get the main idea. The teacher assigns small groups of four students to discuss with each other what the reading was about. The teacher asks the whole class: *What is the reading about?* **Reading for detail** The teacher asks students to open a web and log in to a virtual room to	Students open a Genially link to follow some instructions and complete a short reading exercise to answer a multiple-choice comprehension question. Later, they present their own ideas of what reference and rhetorical purpose are (Students have an extra video about the topic in Genially to revise at home). Students go back to Genially, open the reading passage, and read it quickly. Students interact with their partner. Students give their answers. Students enter to a virtual room and read the text paying attention to the details	Genially https://view.genially.com/66cba897c9887e1c883b7b2d/guide-toefl-ibt-reading Quizalize zzi.sh/cun7658

	complete the reading activity *'Smart Energy'*. ***Reading passage 2*** **Scanning** The teacher shares a Google Forms link with the students and explains they need to look for specific information in the reading passage "*Risk-Taking and the Monkey Economy"* to answer factual information and negative factual information, inference, and rhetorical purpose questions.	in each paragraph in order to answer several rhetorical purpose questions. Students open Socrative and answer ten factual information and negative factual information, inference, and rhetorical purpose questions after reading "*Risk-Taking and the Monkey Economy"* reading passage.	Google Forms https://forms.gle/HYP5yB47rXGFG9ei6 Socrative https://api.socrative.com/rc/25J8wB
Post-task activities **15'**	The teacher asks the students to answer a question in a 100-paragraph about "Rhetorical Purpose Questions" on a piece of paper. Question: *"What strategies do you think are most effective for answering rhetorical purpose questions in the TOEFL reading section, and why are these strategies important?"* The teacher asks students to grade their partner's work, take a picture, and upload it in the folder available in Google Sites – Rhetorical folder.	Students answer the question in a 100-paragraph on a piece of paper. Students share their work with a peer for peer-feedback. Students grade their partner's work, take a picture, and upload it in the folder available in Google Sites following the instruction in the site.	Genially Piece of paper Pencil/pen Google Sites https://sites.google.com/view/ofat-and-reading-skills/home
Homework	Students are asked to complete the reading practice tasks available in Google Sites – Rhetorical Purpose Question.		Google Sites

Annexes

Reading Passage 1: *Smart Energy – Set 1*

Collegedunia. (n.d.). *TOEFL reading sample 16* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

Reading Passage 2: *Risk-Taking and the Monkey Economy – Set 2*

Collegedunia. (n.d.). *TOEFL reading sample 16* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

Canva.



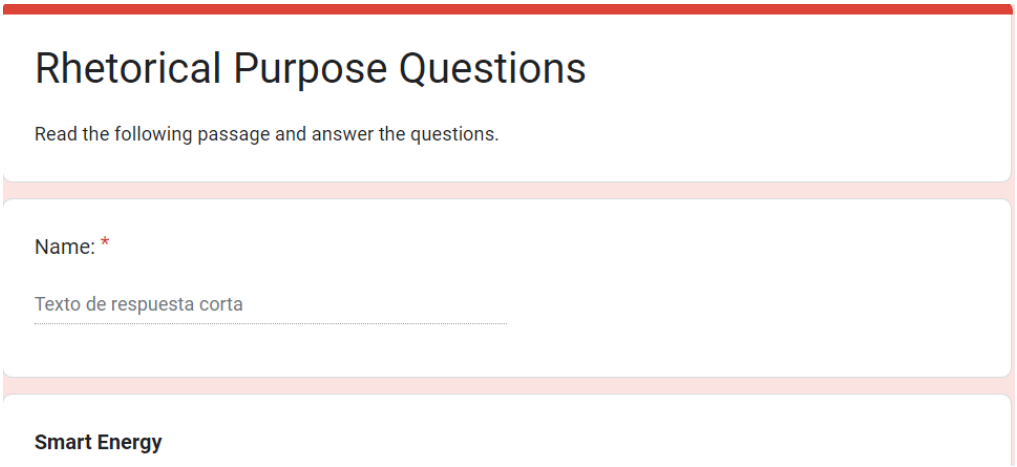
Genially.



Quizalize.



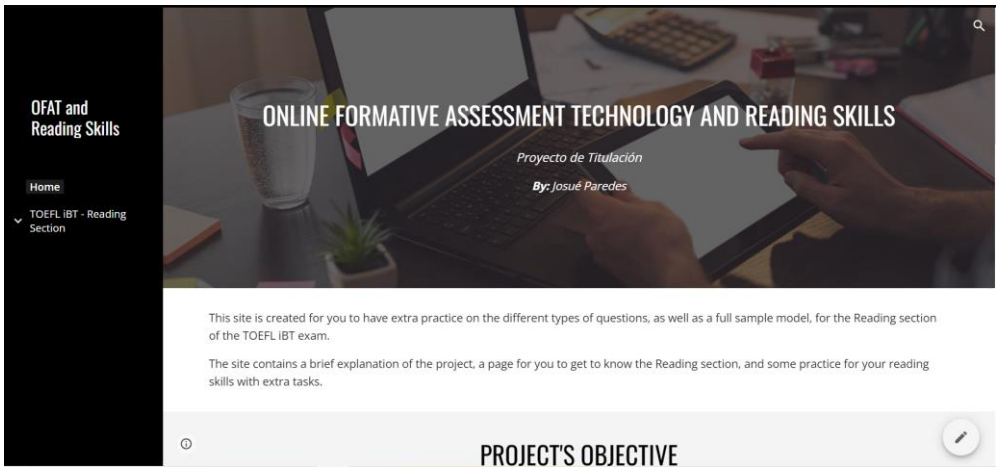
Google Forms.



Socrative.



Google Sites.



Lesson Plan # 7			
Date: October 3rd, 2024	**Class:** Seventh A		
Time: 90 minutes	**Number of students:** 21	**Age:** 21-22 years old	
Lesson topic: Vocabulary question			
Methodology: Communicative language approach - EdTech			
Teacher: Josué Paredes			
Vocabulary: Plethora, Advocate, Preconceived, Commensurate.			
Main aim: By the end of the lesson, students will be able to deduce the meaning of words in the reading passage 'The Design of Green Buildings'.			
Subsidiary aims: • To employ vocabulary related to the passage "The Design of Green Buildings.". • To practice skimming, scanning, reading for detail and deducing meaning from context subskills. • To identify the meaning of words in a TOEFL iBT reading passage.			
Stages and time	**Teacher´s activities**	**Students' activities**	**Materials and resources**
Warm-up **10'**	The teacher asks students to get in pairs and follow some instructions: • Think of any important and known building around the world, e.g., the Eifel tower. • Describe your choice to your partner by giving details and facts, do not give the name. • Talk for 30 or 60 seconds and make your partner guess the name of the building. • Reveal the name if there was no answer. • Then, the other student takes the turn. A couple of students perform the activity at the front.	Students get in pairs and follow some instructions to complete the activity.	
Introductory activities **10'**	**Deducing meaning from context** The teacher pre-teaches the vocabulary by presenting four short passages to students.	Students read a few reading passages and discuss in pairs the meaning of the words in bold.	Canva https://www.canva.com/design/DAGSL1EGSeI/R_ODpztUjjF0rPA7owMY7g/view?utm_conten

	The teacher asks students to get in pairs, read the passages, and discuss the meaning of each word in bold considering the words before and after the term. (*Plethora, Advocate, Preconceived, Commensurate).* Teacher present the meaning of the words. The teacher asks students to write a sentence using the different words. The teacher asks some students to tell their sentences.	Students check the meaning of the vocabulary. Students write sentences in Padlet and participate in class.	t=DAGSL1EGSeI&utm_campaign=designshare&utm_medium=link&utm_source=editor Padlet https://padlet.com/jparedes3776/vocabulary-meaning-ammfapn2xlkd4li0
Main activities **55'**	The teacher shares a Genially link which contains a few reading tasks and a video explanation of the topic (the video serves as extra help for students to check at home). After that, he instructs students to go to *"Vocabulary Question"* – entrance activity, and answer a short reading exercise. Later, he asks some students what they think *vocabulary question*s mean based on the reading exercise and then gives a very brief explanation of it. ***Reading Passage 1*** **Skimming** The teacher asks students to quickly read the passage presented in Genially (main reading - inference) in order to get the main idea. The teacher assigns pairs of students to discuss with each other what the reading was about. The teacher asks the whole class: *What is the reading about?* **Reading for detail** The teacher asks students to open the web and log in to a virtual room to complete the reading	Students open a Genially link to follow some instructions and complete a short reading exercise to answer a multiple-choice comprehension question. Later, they listen to what vocabulary questions mean. (Students have an extra video about the topic in Genially to revise at home). Students go back to Genially, open the reading passage, and read it quickly. Students interact with their partner. Students give their answers. Students open Quizizz, enter to a virtual room, and read the text paying attention to the details in each paragraph in order	Genially https://view.genially.com/66cba897c9887e1c883b7b2d/guide-toefl-ibt-reading Educaplay https://www.educaplay.com/learning-resources/20547025-vocabulary_question_entrance_practice.html Genially Quizizz

	activity *'The Design of Green Buildings'*. ***Reading passage 2*** **Scanning** The teacher shares a link with the students and explains they need to look for specific information in a whole TOEFL iBT reading passage *'The Arctic Fox and the Tundra Ecosystem'* to answer several factual, negative factual, inference, rhetorical purpose, and vocabulary questions.	to answer several vocabulary questions. Students open the link and answer ten factual and negative factual, inference, rhetorical purpose, and vocabulary questions after reading a whole TOEFL iBT reading passage.	https://quizizz.com/join?gc=91487826 Formative https://frm.tv/join/G9VMHM
Post-task activities **15'**	The teacher asks students to read the following question and follow some instructions: *"What strategies did you use when answering vocabulary questions? Discuss the specific steps you took to identify meanings based on context and provide examples."* The teacher instructs to: • Read this question and the extra details it includes. • Write down some key words to structure your answer in 15 seconds. • Record your answer to the question in a recording that lasts 45 seconds (use Vocaroo). • Upload your task in Google Sites, in the Vocabulary Question folder.	Students read a question, follow some instructions to answer it, and record an audio to upload in Google Sites. Students work in pairs and follow some instructions to record an audio and upload it in Google Sites.	Genially Cellphones Vocaroo https://vocaroo.com/ Google Sites https://sites.google.com/view/ofat-and-reading-skills/home
Homework	Students are asked to complete the reading practice tasks available in Google Sites – Vocabulary Question.		Google Sites

Annexes

Reading Passage 1: *The design of green buildings– Set 1*

Collegedunia. (n.d.). *TOEFL reading sample 18* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

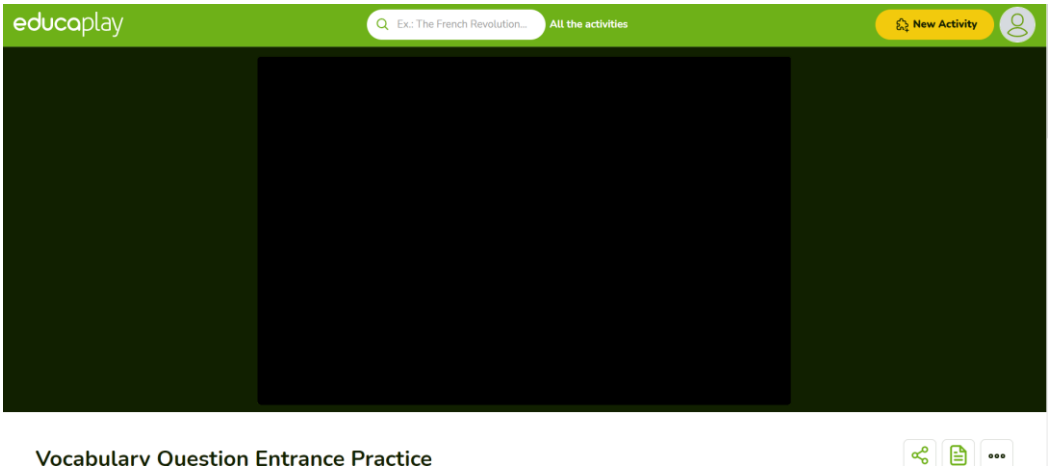
Reading Passage 2: *The Arctic Fox and the Tundra Ecosystem– Set 2*

Collegedunia. (n.d.). *TOEFL reading sample 24* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

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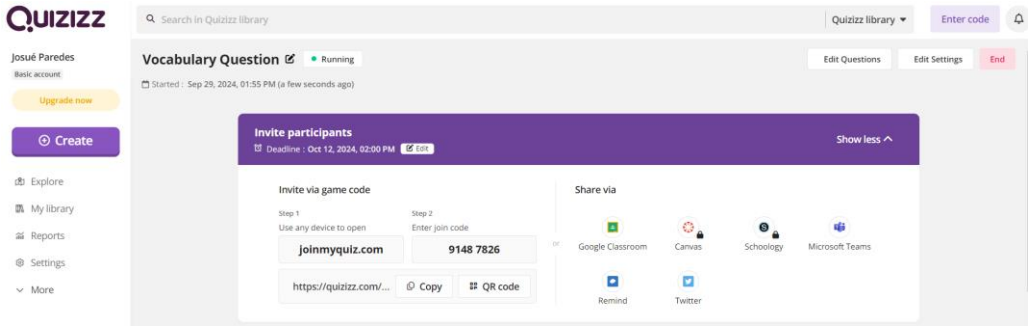
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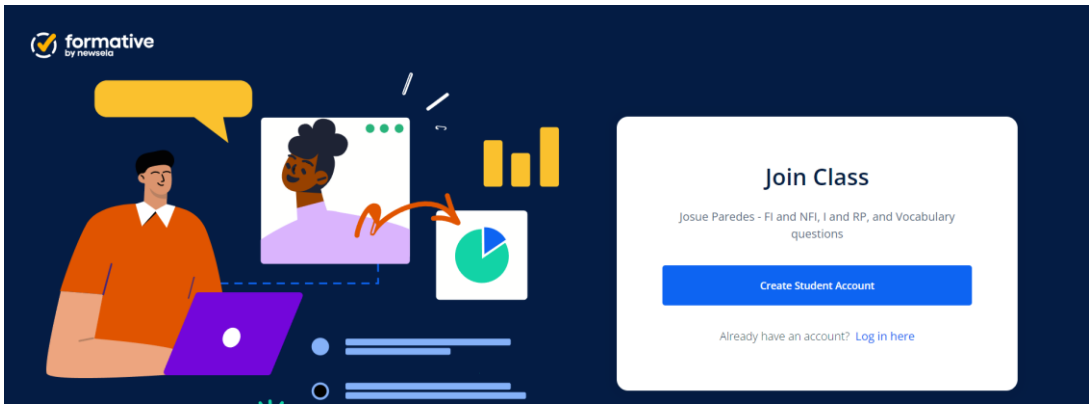
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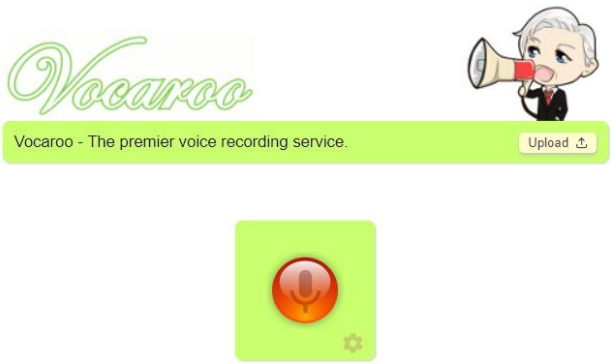
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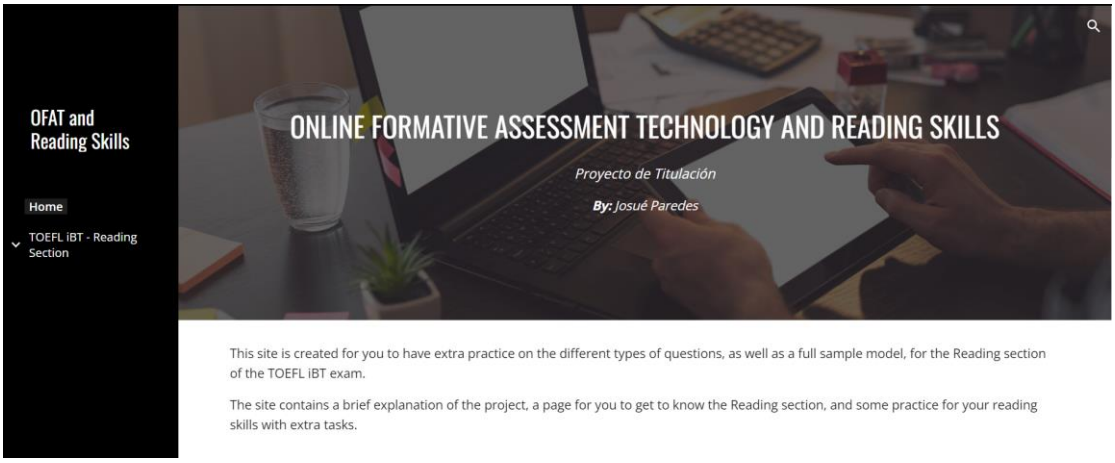
Formative.



Vocaroo.



Google Sites.



Lesson Plan # 8			
Date: October 7th, 2024	**Class:** Seventh A		
Time: 90 minutes	**Number of students:** 21	**Age:** 21-22 years old	
Lesson topic: Sentence Simplification Question			
Methodology: Communicative language approach - EdTech			
Teacher: Josué Paredes			
Vocabulary: Deference, tactless, gamut, invasive.			
Main aim: By the end of the lesson, students will be able to simplify information in the reading passage 'The Role of Fieldwork in Anthropology'.			
Subsidiary aims: • To employ vocabulary related to the passage 'The Role of Fieldwork in Anthropology'. • To practice scanning, skimming, reading for detail subskills, and deducing meaning from context. • To summarize information in a TOEFL reading passage.			
Stages and time	**Teacher´s activities**	**Students' activities**	**Materials and resources**
Warm-up **10'**	The teacher shows students a few questions about Anthropology and asks students to: • Write just the answer for each question on a piece of paper. • Look for a partner who is not nearby and interview him/her. • Write the name of your interviewed and be ready to share your findings. **Questions:** • *What comes to mind when you hear the word "anthropology"?* • *How do you think culture influences people's behavior and beliefs?* • *Why do you think it's important to study human history and cultures?*	Students follow some instruction to carry out a short interview to a classmate.	Projector Computer Canva https://www.canva.com/design/DAGSVJEF27g/4P0052qiaueu7V0nvgpVDg/view?utm_content=DAGSVJEF27g&utm_campaign=designshare&utm_medium=link&utm_source=editor Piece of paper Pen/Pencil
Introductory activities	**Predicting**		Canva

10’	The teacher asks students to read a series of sentences and predict what each paragraph will be about. *a. "Anthropology distinguishes itself from the other social sciences by its greater emphasis on fieldwork as the source of new knowledge."* *b. "Realistically, however, anthropologists may never reach this status."* *c. "No matter which role one takes on, anthropologists generally find fieldwork extremely demanding."* *d. "Nonetheless, fieldwork requires the researcher to spend as much time as possible in local life."* The teacher asks some students to share their ideas. The teacher pre-teaches the vocabulary by using images along with the meaning of each word and asks students to write one sentence per word in Padlet. (*Deference, tactless, gamut, invasive).*	Students read a series of sentences and discuss their ideas. The teacher selects a student for the first participation, then this student selects another and so on. Students complete the activity.	Padlet https://padlet.com/jparedes3776/the-role-of-fieldwork-in-anthropology-18gh43yz0hezmpqm
Main activities **55’**	The teacher shares a Genially link which contains some reading exercises and a video explanation of the topic (the video serves as extra help for students to check at home). After that, he instructs students to open the activity under the name “Sentence Simplification” and answer a short reading exercise. Later, he asks some students what sentence simplification means. ***Reading Passage 1*** **Skimming** The teacher asks students to quickly read the passage	Students open a Genially link to follow some instructions and complete a short LearningApps.org reading exercise to answer a multiple-choice comprehension question. Later, they present their own ideas of what sentence simplification is (Students have an extra video about the topic in Genially to revise at home).	Genially https://view.genially.com/66cba897c9887e1c883b7b2d/guide-toefl-ibt-reading LearningApps.org https://learningapps.org/display?v=pr0rd196j24 Genially

	presented in Genially in order to get the main idea. The teacher assigns pairs of students to discuss with each other what the reading was about. The teacher asks the whole class: *What is the reading about?* **Reading for detail** The teacher asks students to open the web and log in to a virtual room to complete the reading activity *'The Role of Fieldwork in Anthropology'*. ***Reading passage 2*** **Scanning** The teacher shares a link with the students and explains they need to look for specific information in the reading passage *'The Solar System'* to answer factual and negative factual information, inference and rhetorical purpose, vocabulary, and sentence simplification questions.	Students go back to Genially, open the reading passage, and read it quickly. Students interact with their partner. Students give their answers. Students enter to a virtual room and read the text paying attention to the details in each paragraph in order to answer several sentence simplification questions. Students open the link and answer ten factual and negative factual information, inference and rhetorical purpose, vocabulary, and sentence simplification questions after reading a complete reading passage.	Socrative https://api.socrative.com/rc/25J8wB Google Forms https://forms.gle/Qpckg1yycS4BrH5EA
Post-task activities **15'**	The teacher asks the students to answer a question in a 100-paragraph about "Sentence Simplification Questions" on a piece of paper. Question: *"What strategies do you think are most effective for answering sentence simplification questions in the TOEFL reading section, and why are these strategies important?"* The teacher asks students to grade their partner's work, take a picture, and upload it in the	Students answer the question in a 100-paragraph on a piece of paper. Students share their work with a peer for peer-feedback. Students grade their partner's work, take a picture, and upload it in the folder available in Google Sites following	Genially Piece of paper Pencil/pen Google Sites

	folder available in Google Sites.	the instruction in the site.	https://sites.google.com/view/ofat-and-reading-skills/home
Homework	Students are asked to complete the reading practice tasks available in Google Sites – Sentence Simplification folder.		Google Sites

Annexes

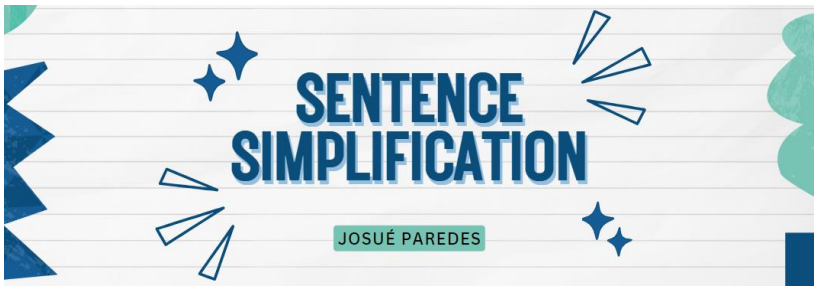
Reading Passage 1: *The Role of Fieldwork in Anthropology – Set 2*

Collegedunia. (n.d.). *TOEFL reading sample 18* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

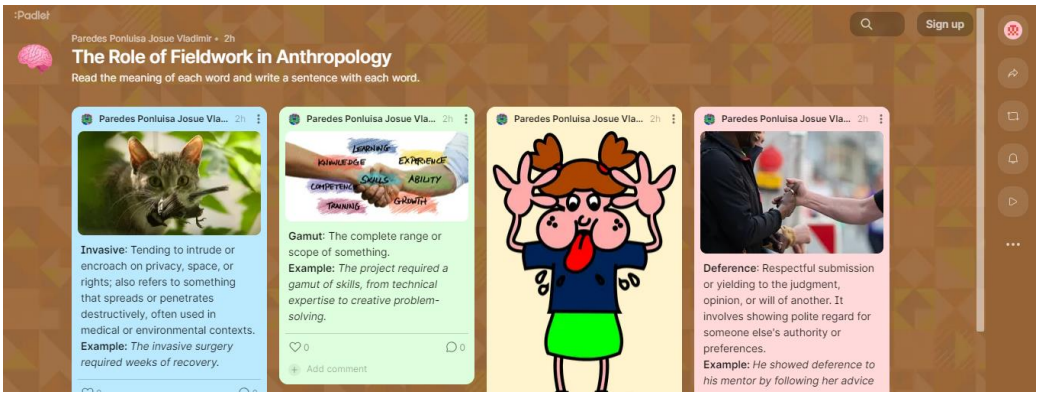
Reading Passage 2: *The Solar System*

Collegedunia. (n.d.). *TOEFL reading sample 33* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

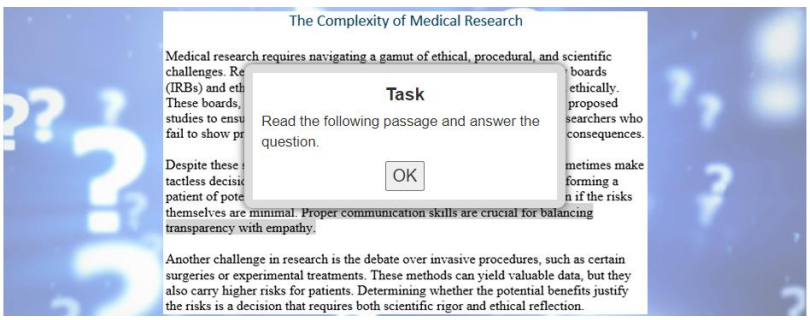
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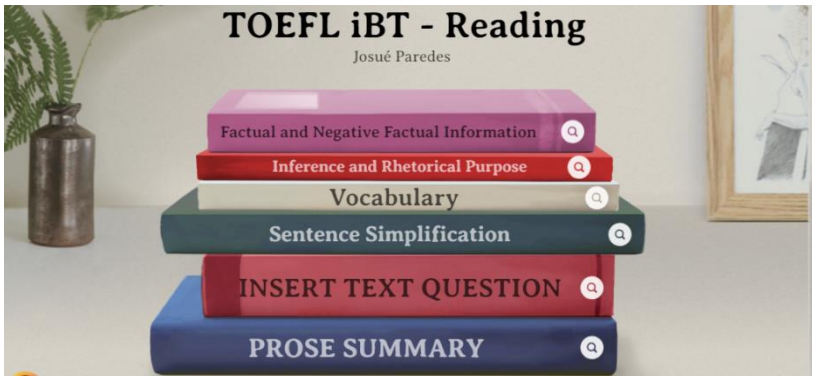
Padlet.



LearningApps.org.

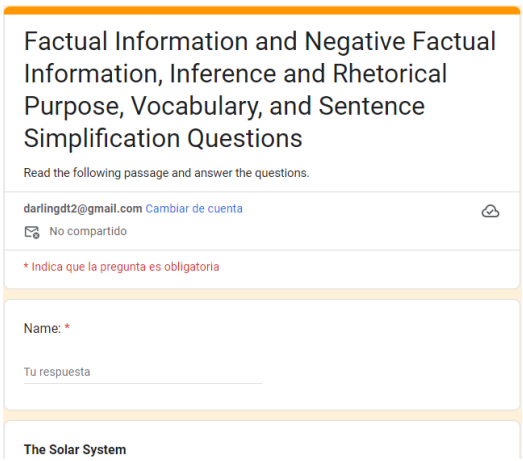


Genially.

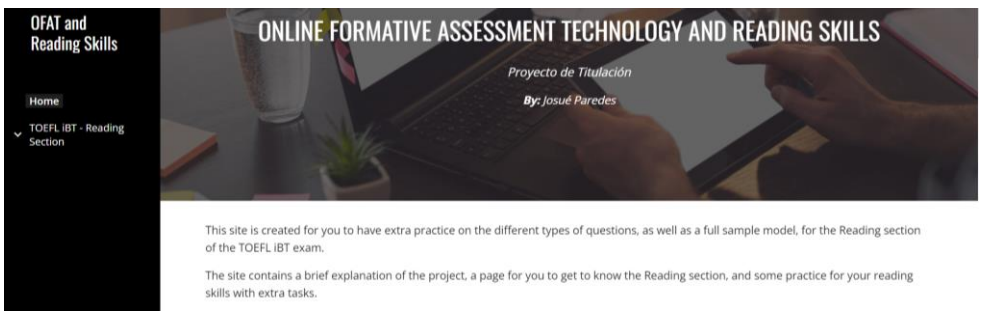


Socrative.

Google Forms.



Google Sites.



Lesson Plan # 9			
Date: October 10th, 2024	**Class:** Seventh A		
Time: 90 minutes	**Number of students:** 21	**Age:** 21-22 years old	
Lesson topic: Insert Text question			
Methodology: Communicative language approach - EdTech			
Teacher: Josué Paredes			
Vocabulary: Aromatic, patronage, concoction, affluent.			
Main aim: By the end of the lesson, students will be able to place information into the reading passage 'Perfume'.			
Subsidiary aims: • To employ vocabulary related to the passage "Perfume". • To practice skimming, scanning, reading for detail and deducing meaning from context subskills. • To insert information in a TOEFL iBT reading passage.			
Stages and time	**Teacher´s activities**	**Students' activities**	**Materials and resources**
Warm-up **10'**	Teacher asks students to form a circle and instructs to: • Ask any question you want to any of your classmates. • The topic for the questions are all the different types of reading questions included in the TOEFL iBT reading section checked until today. Example: *How do you recognize insert text questions?*	Students listen to the teacher and follow some instructions to complete the task.	
Introductory activities **10'**	**Predicting** The teacher shows a few images to students and asks them to guess what the title and content of the text will be about. The teacher pre-teaches the vocabulary by making students complete a pair the card activity between the words and their meanings.	Students look at some pictures and share their ideas to the class. Students complete a matching activity between some words and their meanings.	Canva https://www.canva.com/design/DAGSYZKSCZk/_QirwiNdpGZpJTqXS1ffOg/view?utm_content=DAGSYZKSCZk&utm_campaign=designshare&utm_medium=link&utm_source=editor

	(*Aromatic, patronage, concoction, affluent).* The teacher asks randomly some students for their own definitions.	Students participate in the class.	LearningApps.org https://learningapps.org/display?v=ph8foquvt24
Main activities **55'**	The teacher shares a Genially link which contains a few reading tasks and a video explanation of the topic (the video serves as extra help for students to check at home). After that, he instructs students to go to *"Insert Text Questions"* – entrance activity, and answer a short reading exercise. Later, he asks some students what they think *insert text question*s mean based on the reading exercise and then gives a very brief explanation of it. ***Reading Passage 1*** **Skimming** The teacher asks students to quickly read the passage presented in Genially (main reading - inference) in order to get the main idea. The teacher assigns pairs of students to discuss with each other what the reading was about. The teacher asks the whole class: *What is the reading about?* **Reading for detail** The teacher asks students to open the web and log in to a virtual room to complete the reading activity *'Perfum'*. ***Reading passage 2*** **Scanning** The teacher shares a link with the students and explains they need to look for specific	Students open a Genially link to follow some instructions and complete a short reading exercise to answer a multiple-choice comprehension question. Later, they listen to what insert text questions mean. (Students have an extra video about the topic in Genially to revise at home). Students go back to Genially, open the reading passage, and read it quickly. Students interact with their partner. Students give their answers. Students enter to a virtual room, and read the text paying attention to the details in each paragraph in order to answer several insert text questions.	Genially https://view.genially.com/66cba897c9887e1c883b7b2d/guide-toefl-ibt-reading Quizalize zzi.sh/cun7658 Genially Quizizz https://quizizz.com/join?gc=94713999 Formative

	information in a whole TOEFL iBT reading passage *'The Rise of Cahokia'* to answer several factual and negative factual, inference and rhetorical purpose, vocabulary, sentence simplification, and insert text questions.	Students open Formative and answer ten factual and negative factual, inference and rhetorical purpose, vocabulary, sentence simplification, and insert text questions after reading a whole TOEFL iBT reading passage.	https://frm.tv/join/PG7QJN
Post-task activities **15'**	The teacher asks students to read the following question and follow some instructions: *"What strategies did you use when answering insert text questions? Discuss the specific steps you took to identify the answer and provide examples."* The teacher instructs to: • Read this question and the extra details it includes. • Write down some key words to structure your answer for 15 seconds. • Record your answer to the question in a recording that lasts 45 seconds (use Vocaroo). • Upload your task in Google Sites, in the Inser Text Question folder.	Students read a question, follow some instructions to answer it, and record an audio to upload in Google Sites.	Genially Cellphones Vocaroo https://vocaroo.com/ Google Sites https://sites.google.com/view/ofat-and-reading-skills/home
Homework	Students are asked to complete the reading practice tasks available in Google Sites – Insert Text folder.		Google Sites

Annexes

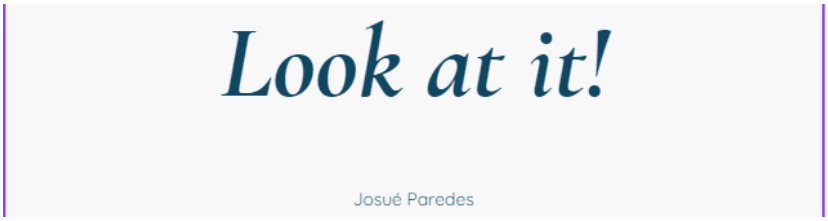
Reading Passage 1: *Perfum – Set 1*

Collegedunia. (n.d.). *TOEFL reading sample 20* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

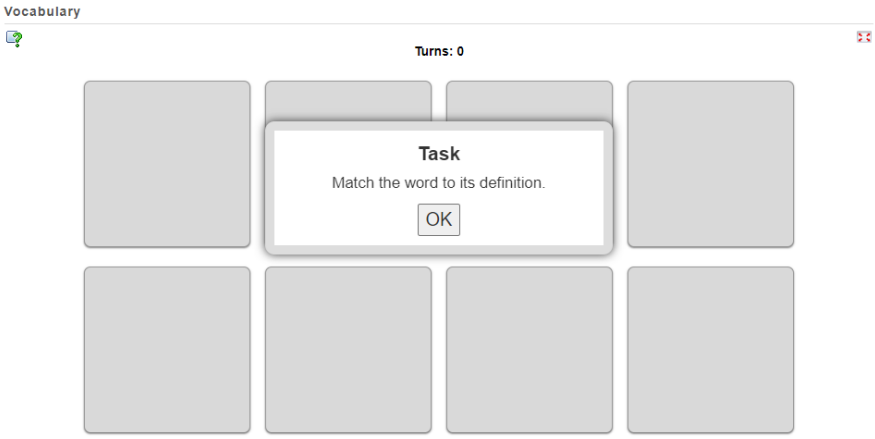
Reading Passage 2: *The Rise of Cahokia*

Collegedunia. (n.d.). *TOEFL reading sample 32* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

Canva.



LearningApps.org.



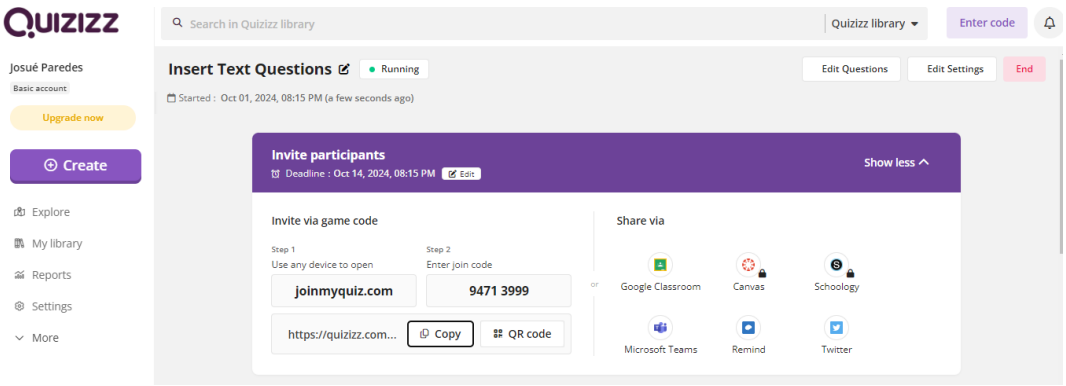
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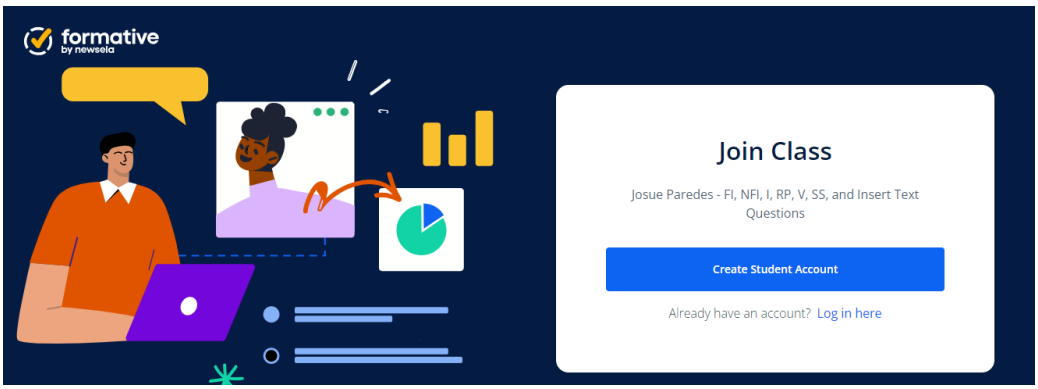
Quizalize.



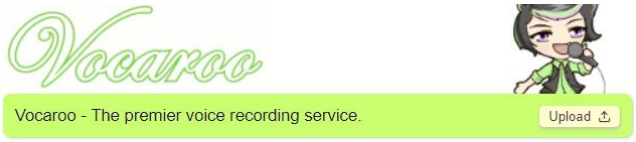
Quizizz.



Formative.

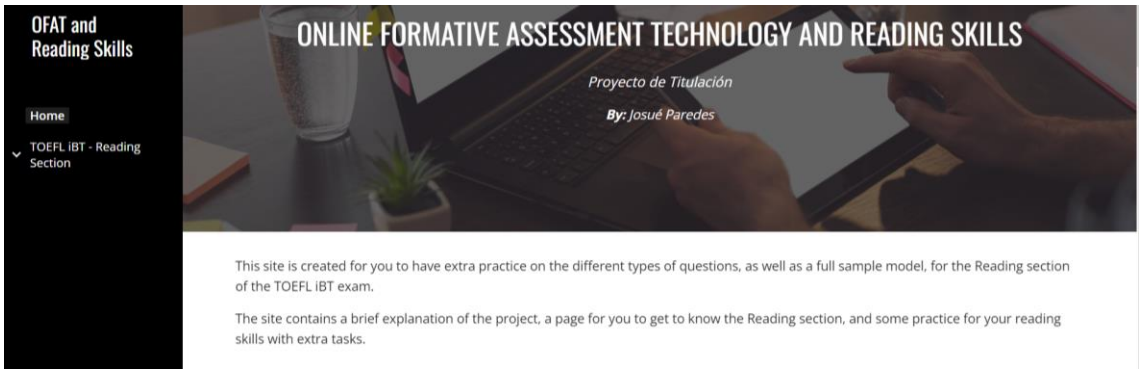


Vocaroo.





Google Sites.



Lesson Plan # 10			
Date: October 17th, 2024	**Class:** Seventh A		
Time: 90 minutes	**Number of students:** 21	**Age:** 21-22 years old	
Lesson topic: Prose Summary Question			
Methodology: Communicative language approach - EdTech			
Teacher: Josué Paredes			
Vocabulary: Colossal, emblem, renovation, beacon.			
Main aim: By the end of the lesson, students will be able to summarize information in the reading passage 'Statue of Liberty'.			
Subsidiary aims: • To employ vocabulary related to the passage 'Statue of Liberty. • To practice scanning, skimming, and deducing meaning from context. • To simplify information in a TOEFL reading passage.			
Stages and time	**Teacher´s activities**	**Students' activities**	**Materials and resources**
Warm-up **10'**	The teacher shows students a few mysterious images of the Statue of Liberty (without revealing its name). Then, asks them to guess in pairs: • What is it? • When it might have been built? • What it might symbolize? Later, he asks for a couple of answers and reveals that the images belong to the Statue of Liberty, as well as the construction time.	Students look at some images and answer a couple of questions from the teacher in pairs. Students Listen to the teacher.	Projector Computer Cellphones Canva https://www.canva.com/design/DAGS10kP6SU/gUx4j2KmBGkDUvvt57h9eQ/view?utm_content=DAGS10kP6SU&utm_campaign=designshare&utm_medium=link&utm_source=editor
Introductory activities **10'**	**Predicting** The teacher asks students to read a sentence and predict what comes next: *Due to the difficulty and expense of working on an isolated island, construction took nearly…"* The teacher asks students to get in groups of three and share their ideas.	Students read a sentence and discuss in groups of three.	Canva

	The teacher pre-teaches the vocabulary by making students deduce the meaning of words from their context and choose a synonym for each of them. (*Colossal, emblem, renovation, beacon).* The teacher asks students to share their ideas and then, gives the meaning of the words.	Students complete the vocabulary activity and share their ideas.	Nearpod https://app.nearpod.com/?pin=mifyb
Main activities **55'**	The teacher shares a Genially link which contains some reading exercises and a video explanation of the topic (the video serves as extra help for students to check at home). After that, he gives a brief explanation of what prose summary questions are. ***Reading Passage 1*** **Skimming** The teacher asks students to quickly read the passage presented in Genially in order to get the main idea. The teacher assigns pairs of students to discuss with each other what the reading was about. The teacher asks the whole class: *What is the reading about?* **Scanning** The teacher asks students to open the web and log in to a virtual room to complete the reading activity *"Statue of Liberty".* ***Reading Passage 2*** The teacher asks students to open the web and log in to a virtual room to complete the reading activity *"1950's Cultural Shift".* ***Reading passage 3***	Students open a Genially link to have access to the concept of prose summary questions and to two lesson's tasks (Students have an extra video about the topic in Genially to revise at home). Students go back to Genially, open the reading passage, and read it quickly. Students interact with their partner. Students give their answers. Students enter to a virtual room, and read the text looking for specific information, in order to answer several prose summary questions. Students enter to a virtual room, and read the text looking for specific information, in order to answer several prose summary questions.	Genially https://view.genially.com/66cba897c9887e1c883b7b2d/guide-toefl-ibt-reading Genially Google Forms https://forms.gle/gYC7dQyMdMqmxYfK8 Google Forms https://forms.gle/Z8kLhDyKYZe1N3Mc6 Formative

	The teacher shares a link with the students and explains they need to look for specific information in the reading passage "*The Rise of Teotihuacán"* to answer a complete TOEFL iBT Reading Section Exam.	Students answer a full TOEFL iBT Reading Section reading passage, which includes all type of questions from the latest changes made by ETS.	https://frm.tv/join/QMMYDS
Post-task activities **15'**	The teacher asks the students to answer a question in a 100-paragraph about "Prose Summary Questions" on a piece of paper. Question: *"What strategies do you think are most effective for answering prose summary questions in the TOEFL reading section, and why are these strategies important?"* The teacher asks students to grade their partner's work, take a picture, and upload it in the folder available in Google Sites.	Students answer the question in a 100-paragraph on a piece of paper. Students share their work with a peer for peer-feedback. Students grade their partner's work, take a picture, and upload it in the folder available in Google Sites following the instruction in the site.	Genially Piece of paper Pencil/pen Google Sites https://sites.google.com/view/ofat-and-reading-skills/home
Homework	Students are asked to complete the reading practice tasks available in Google Sites – Prose Summary.		Google Sites

Annexes

Reading Passage 1: *Statue of Liberty – Set 1*

Collegedunia. (n.d.). *TOEFL reading sample 24* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

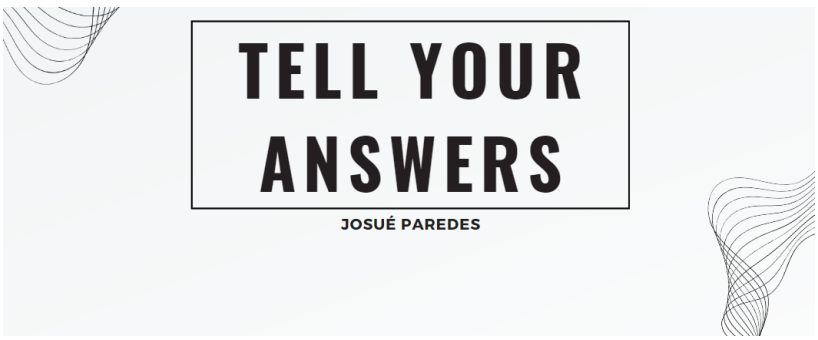
Reading Passage 2: *1950's Cultural Shift – Set 2*

Collegedunia. (n.d.). *TOEFL reading sample 26* [PDF]. Collegedunia. https://collegedunia.com/exams/toefl/toefl-reading-practice

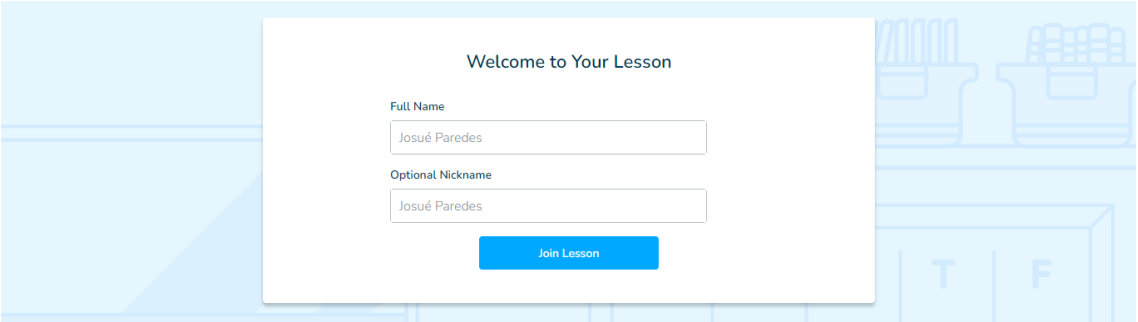
Reading Passage 3: *The Rise of Teotihuacán – Set 1*

Educational Testing Service. (2023). *TOEFL iBT® free practice test: For tests administered on or after July 26, 2023.* https://www.ets.org/pdfs/toefl/toefl-ibt-reading-practice-sets.pdf

Canva.



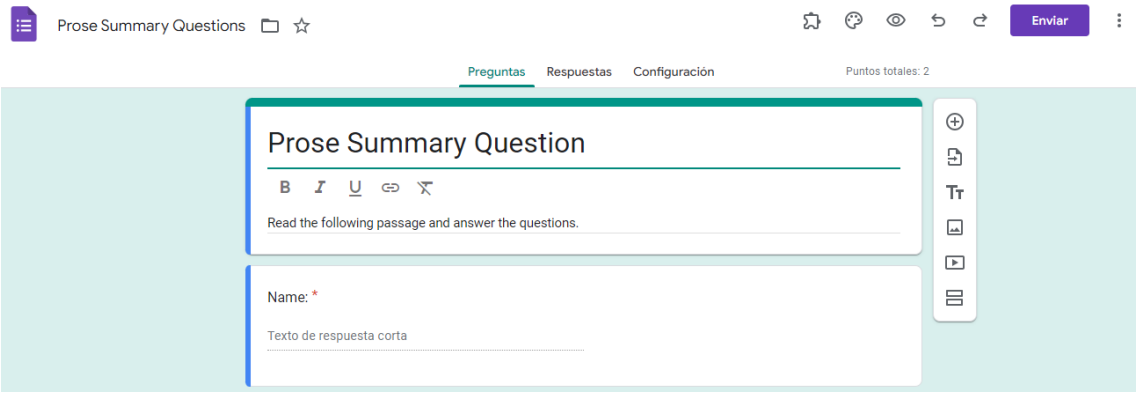
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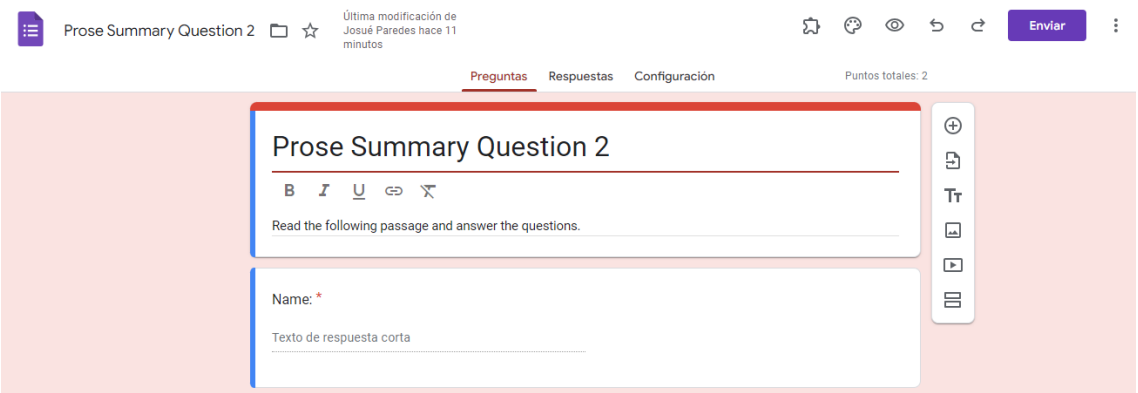
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Google Forms.



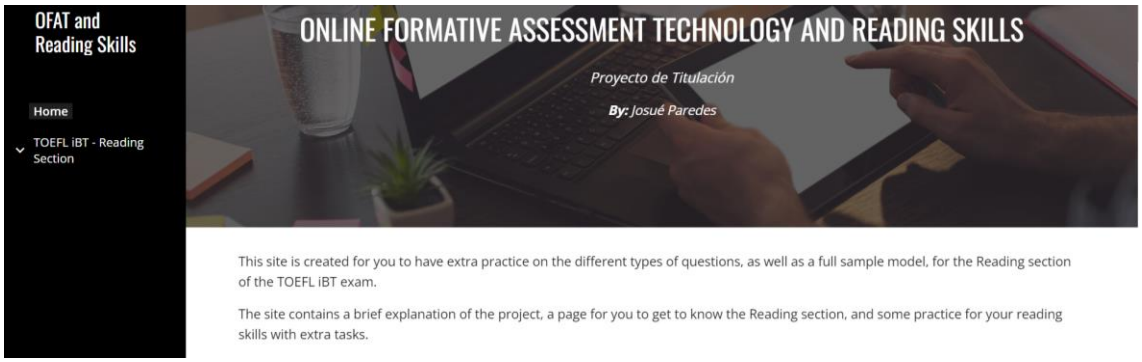
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Formative.



Google Sites.

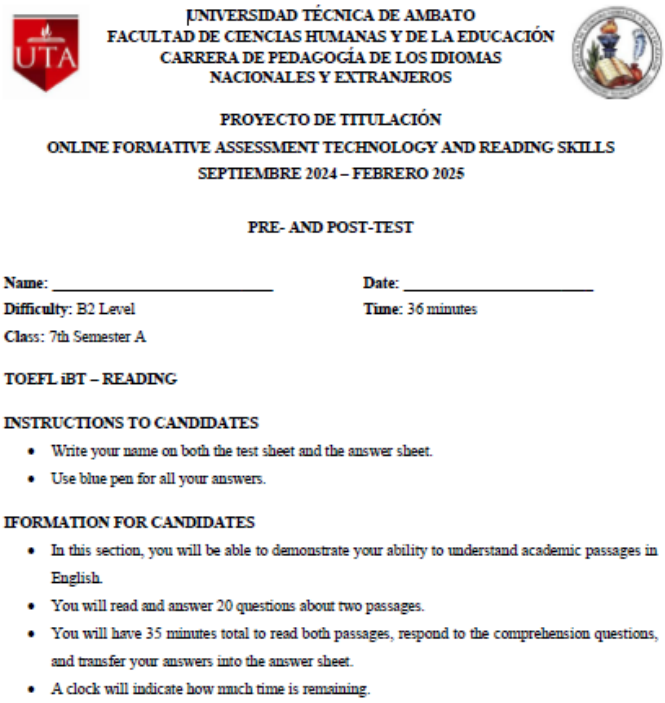


Lesson Plan # 11			
Date: October 21st, 2024	**Class:** Seventh A		
Time: 60 minutes	**Number of students:** 21 **Age:** 21-22 years old		
Lesson topic: Post-test and closure			
Methodology: Communicative language approach - EdTech			
Teacher: Josué Paredes			
Main aim: By the end of the lesson students will be able to complete the Reading section of the TOEFL iBT Exam.			
Subsidiary aims: • To assess students' reading skills through the Post-Test TOEFL - Reading section. • To complete a TAM Survey to find out students' acceptance of the technological tools.			
Stages and time	**Teacher´s activities**	**Students' activities**	**Materials and resources**
Post-test **40'**	Teacher gives instructions about the Post-test and the time to develop it. Instructions: • In this section, you will be able to demonstrate your ability to understand academic passages in English. • You will read and answer 20 questions about two passages. • You will have 35 minutes total to read both passages and respond to the questions. • A clock will indicate how much time is remaining. Teacher hands out the post-test. Teacher collects the post-test.	Students listen carefully to the instructions for the test. Students take the test (TOEFL iBT-Reading section)	Paper test Blue pen Timer
TAM Survey **15'**	The teacher asks students to complete an online survey to find out their acceptance upon the use of Online Formative Assessment Technology. The teacher gives instructions: • Students should carefully read each statement and mark the answer according to their experience using Online Formative Assessment Technology.	Students complete a Technology Acceptance Model (TAM) survey. Students take 5 to 10 minutes to finish it.	Microsoft Forms https://forms.office.com/r/VcEFe4Cj6d Cellphone

Closure 5'	The teacher thanks students for their collaboration.	Students listen carefully.	

Annexes

Post-Test.



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PROYECTO DE TITULACIÓN
ONLINE FORMATIVE ASSESSMENT TECHNOLOGY AND READING SKILLS
SEPTIEMBRE 2024 – FEBRERO 2025

PRE- AND POST-TEST

Name: _____ **Date:** _____
Difficulty: B2 Level **Time:** 36 minutes
Class: 7th Semester A

TOEFL iBT – READING

INSTRUCTIONS TO CANDIDATES

- Write your name on both the test sheet and the answer sheet.
- Use blue pen for all your answers.

IFORMATION FOR CANDIDATES

- In this section, you will be able to demonstrate your ability to understand academic passages in English.
- You will read and answer 20 questions about two passages.
- You will have 35 minutes total to read both passages, respond to the comprehension questions, and transfer your answers into the answer sheet.
- A clock will indicate how much time is remaining.

TAM Survey.



ENCUESTA MODELO TAM

PROYECTO DE INVESTIGACIÓN: APLICACIÓN DE HERRAMIENTAS DIGITALES PARA EL APRENDIZAJE Y EL CONOCIMIENTO (TAC) EN LA EVALUACIÓN DE APRENDIZAJES
TEMA DE INVESTIGACIÓN: ONLINE FORMATIVE ASSESSMENT TECHNOLOGY AND READING SKILLS (TECNOLOGÍA PARA LA EVALUACIÓN FORMATIVA EN LÍNEA Y LAS HABILIDADES DE LECTURA)
OBJETIVO: Conocer las percepciones de los estudiantes sobre la tecnología para la evaluación formativa en línea en el proceso de lectura.
INDICACIONES: Antes de responder, leer detenidamente cada pregunta y opción de respuesta en base a su experiencia.